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ABSTRACT

This resource packet includes: a teacher's guide; reproducible student worksheets; student activity cards; a simulation game; and a picture book, "The Gifts of 'Kaila.'" The materials are organized in three parts. Part one aims to help students understand something of the beauty and magnificence of the Arctic. Introductory activities include art and craft work, model making, and use of picture books. The second part investigates the historical background of European involvement in the Arctic region. Through the simulation game, "Life in the Barrens," knowledge and understanding of the Arctic ecosystem is reinforced and extended. Through role playing, the influence of whaling ships and industry upon the sea dependent lives of the Inuit is analyzed. A contemporary Sami child living in Samiland in Norway is studied in the third section. Present-day influences and threats upon the indigenous Sami way of life are considered. In addition to background information and sequentially presented activities, the teacher's guide includes instructions for using the supplementary materials, teaching points and interdisciplinary extensions, and recommended resources. (MM)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

AN ARCTIC CHILD

An active learning pack for 8-13 year olds

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LYLE & ROBERTS

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The pack was written by Sue Lyle.
Design and illustration by Maggy Roberts
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What does it mean to grow rich?
Is it to have red-blooded adventures and to make a fortune, which is what brought the whalers and other entrepreneurs north? Or is it, rather, to have a good family life and be imbued with a far-reaching and intimate knowledge of one's homeland, which is what the Tununirmiut told the whalers at Pond's Bay wealth was?
Is it to retain a capacity for awe and astonishment in our lives, to continue to hunger after what is genuine and worthy?
Is it to live at moral peace with the universe?

Barry Lopez – Arctic Dreams.(1987)

Arctic people live as the human component in a balanced ecosystem and have evolved a series of codes, customs and rules which have maintained that delicate and intricate balance for over 5,000 years. They have a saying which when translated means: "we should do nothing today which we may have to apologise to our grandchildren for". Many of us living in the developed world fear we shall have much to apologise to our grandchildren for. Our society has traded off faith in nature for faith in unlimited economic and technological growth. This growth is dependent on the exploitation of the world's limited natural resources and the pollution of the earth, the seas and the air, threatening the life-support system of the planet. As the resources of the planet run out, as the earth's life-support systems are polluted and destroyed we see that economic growth will lead to stagnation and exhaustion.

To be permanently viable – as they must – all human systems must be built on a philosophy of borrowing, not of taking, and of co- operation not of contest. We can learn much from the Arctic peoples whose lives have been built around just such a philosophy. What traditional Inuit fear most about us is the extent of our power to alter the land, the scale of that power, and the fact that we can easily effect some of these changes electronically, from a distant city. The Inuit call us 'the people who change nature'. They believe that our separation from the natural world may have become too complete. It is to the Arctic that the developed world has now turned its attention. It is oil and minerals which draw us there: our arrival means the animals and the people are threatened with extinction.

The peoples of the Arctic regions had lived in comparative isolation until the arrival of the whaling ships about 150 years ago. This arrival signalled the beginning of death and destruction of animals and people throughout the region. Over 38,000 Greenland right whales were killed in the Davies Strait fishery, largely by the British fleet. A sound estimate of their population today is 200. The English Muscovy Company discovered 20,000 walrus near Bear Island, and by the time they had finished there were so few walrus left it wasn't worth the expense of another voyage. The total slaughter of the walrus was four million. Wherever we look the story is the same: 20 million hooded and harp seals off Newfoundland were battered to death for their fur. The muskoxen met a similar fate: hunted by whalers and sealers for fresh meat, or by fur trappers for fresh bait and food for their dogs. Yet the worst carnage came when zoos became interested in them: to catch calves for the zoos the hunters killed over 2,000 muskox adults between 1899 and 1926.

When the whaling industry collapsed the fur trappers moved in. Many whalers stayed on to become trappers and work for the Hudson's Bay Company. The company boasted that its initials meant 'Here Before Christ', but it showed little responsibility to the Inuit people. Today the company has grown into one of Canada's biggest commercial groups, owning 21 shopping centres, an interest of between 10-15% in 28 others as well as their assets in oil and mining companies. Their success derives from their exploitation of the natural resources of the Arctic. Between 1769 and 1868 the company sold at auction in London, among other furs and skins, the following: 891,091 fox, 1,052,051 lynx, 68,694 wolverine, 288,016 bear, 467,549 wolf, 1,507,240 mink, 94,326 swan, 275,032 badger, 4,708,702 beaver, and 1,240,511 marten.

The Inuit didn't fare so well as the Hudson's Bay Company: to a society whose social customs allowed them to take what they needed whenever it suited them, trading was an alien idea. The key trading items were firearms, alcohol and tobacco; in return the Inuit trapped animals for their furs. In the process their traditional way of life was shattered, their population decimated. There are no reliable figures to tell us how many of the Arctic's indigenous people died. They fell victim to white men's diseases which they had no immunity to: diptheria, smallpox, tuberculosis and poliomyelitis, as well as diseases which usually only cause temporary discomfort to us: measles, chickenpox, influenza and the common cold. Historians have suggested that 90% of the indigenous population died. The Arctic had become the concern of the Europeans: the land was seen as the provider of wealth and riches, and the Inuit could not be allowed to stand in the way of the search for profit and economic growth.

This teaching pack tries to tell the story of our relationship with the Arctic and with some of its people: the Inuit and the Sami. The first part of the pack tries to help children undrstand something of the beauty and magnificence of this apparently cold and inhospitable land: to see it through the eyes of Arctic people who know it so well. To be in the northern lands means to see the sun surface slowly in the south and disappear at nearly the same spot. The idea that the sun 'rises in the east and sets in the west' simply does not apply. The Arctic does actually receive the same amount of sunshine a year as the tropics, but it comes all at once and at a low angle of incidence so temperatures are always low. Our understanding of daytime being separated from night-time, and the day being divided into morning, afternoon and evening is simply a product of the place where we live, and has no meaning in the Arctic. Similarly the four seasons as we understand them are for our convenience: it is hard to imagine that changes in the seasons in such a cold region are so crucial, but the plants and animals which live in the Arctic are more dependent on the vagaries of the seasons than anywhere else on earth. These introductory activities can be extended in lots of ways: there are many books on the Arctic lands and plenty of potential for art and craft work. One school built an igloo in the classroom, another created their own tundra from mosses and lichen, another built an arctic landscape with chicken wire and paper mâché. Models of arctic animals, paintings, drawings and books made the Arctic topic part of the whole school's work in a lively and interesting way.

In the next part of the pack the children investigate the historical background to European involvement in the Arctic. Through the simulation game, LIFE IN THE BARRENS, their knowledge and understanding of the ecosystem of the Arctic is reinforced and extended. The game follows the lives of the Ihalmiut people who lived in the Northern Barrens of Canada and the effect on them of the fur trade. We don't investigate the effects of the explorers or the missionaries, which is something teachers could take on themselves. 'The Fourth World' by Sam Hall has a good account of these topics which provides background reading for teachers who wish to do that.

Our second historical 'case-study' focuses on the lives of Inuit living near the Oceans and how their lives were completely dependent on the creatures of the sea. We investigate the impact of the whaling ships and through a role-play children come to an understanding of both points of view.

We begin a study of Arctic people today through the life of a Sami child living in Samiland in Norway. Children see how the Sami have adopted many aspects of the developed world whilst retaining their traditional way of life. We consider what are the threats facing the peoples of the North today and through a case-study of the Alta Dam project in Norway see the conflict between the developed world's desire to exploit the resources of the Arctic and the rights and needs of the indigenous people.

Since the Second World War the peoples of the far North have been overwhelmed with miners, oil men and politicians. They are the modern whalers and fur traders, come to take the treasures of the Arctic. Coming too are the tourists, encouraged to drink champagne at the North Pole, to gasp at the magnificent landscapes, to travel by husky dogs and to stare at the people in their traditional costumes. Reindeer safaris are now a major attraction in European Samiland whilst in Canada the government is spending nearly a million dollars a year to promote the Arctic as a tourist resort.

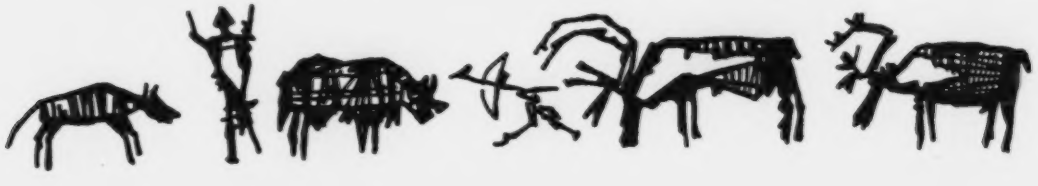
Perhaps the most disruptive force has been the arrival of the military. Since 1950 the Arctic has become the most strategically important area for the superpowers. They have brought radar domes, radar scanners, communications masts and air bases. At Thule air base alone more than 20,000 men passed through in two years and with them came all the things they needed for comfort: food, cigarettes, alcohol etc. These newcomers claimed the land on which the hunters and trappers lived.

For Arctic people the land is central, their existance depends on having power over their lands. They believe the land, the animals and the people are inseparable. The nations of the north who have land in the Arctic are committed to a form of economic growth that assumes that constantly growing needs will be met by new, though often unknown, resources. For the aboriginal peoples development of the land on a non-renewable basis cannot be right. Gradually through the second half of the twentieth century the Arctic peoples have begun to fight for the right to live their chosen way of life and for the land itself. Negotiation for aboriginal rights is happening all over the world, in Australia, New Zealand, in the rainforests and in the Arctic. Indigenous people are arguing that their lands and lives should be respected, that the land should be left in the charge of the people who have lived there for thousands of years. This is what Hugh Brody says in his book 'The Living Arctic':

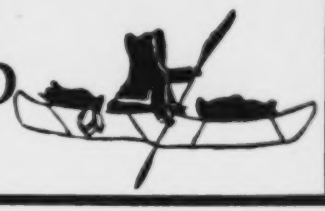
'The demands are for recognition, the discarding of absurd and self-serving stereotypes; the right to continue to live as equal, modern peoples; a chance to live their own egalitarian individualism, and to raise their children according to their own ideals of human and natural life.'

As Hugh Brody says we may discover that aboriginal peoples have customs and beliefs with strengths and truth that we wish to adopt. Some of their demands may strike deep resonance with some of us: "the wish for a political control that resides in the hands of those who know and use the world's resources; the longing for a greater equality; the need for decentralization; the wish to protect the land for our grandchildren; the conservatism that espouses, with real radicalism, the notion that needs and wealth should not be expanded as if the world's resources were limitless; a longing to raise children in ways that generate less anxiety; a desire to speak one's own language without shame; and the wish for an individualism which is not bound up with hierarchy and privilege".

I hope teachers and children will enjoy using this teaching pack and through an exploration of the history of the Arctic peoples and of their current situation will gain some insight into the views and wishes of the people themselves, together with a glimpse of values which we have lost. Values which we must regain if we are once more to live in harmony with the planet, our home.



AN ARCTIC CHILD AN ACTIVITY-BASED TEACHING PACK



Teachers using this pack will find that the activities suggested will take about eight half days to complete. We hope, however, that teachers in primary schools will use the pack as a basis for a half term's theme work on the Arctic. With this in mind we have included suggestions for extension activities as suggested by the teachers who took part in trialling the materials. The suggestions cover a wide range of curriculum areas including maths and science, art and craft, religious education, geography, history, nutrition and environmental studies.

The activities in the pack and the suggestions for extension work are designed to develop active learning. Children are encouraged to explore ideas and discuss issues and so develop their understanding of the world in which we live. This involves developing a range of skills, exploring attitudes and values, and encourages collaborative learning.

The Arctic, or rather, Eskimos is a popular topic in schools. This pack differs from most other resources on this topic in that it seeks to ask moral questions about the impact of the developed world on the Arctic both in the past and the present. Children find out about current activities which are threatening the fragile ecosystem of the Arctic and the lives of the people who still live there.

KNOWLEDGE

The activities in the pack help children learn about the ecosystem of the Arctic and how the indigenous people relate to it. In considering the life styles of Inuit and Sami people they explore different aspects of interdependence: economic, ecological and cultural. In doing so they gain a different insight into the relative meanings of the terms wealth and poverty. They gain some understanding of inequality between the people of the world and the power different groups have and how they use it. In studying the Arctic in the past and present, questions are raised about the world tomorrow and the long-term effects of our actions today. The children are encouraged to speculate about the future and investigate ways in which they could act to influence it.

CONCEPTS

The activities in this pack can in particular be used to explore and develop understanding of the following concepts i) causes and consequences as exemplified by the short-sighted way we are planning to use the resources of the Arctic today when we have gained so much understanding of the probable long-term effects; ii) interdependence of living things in the Arctic and the place of humans in the ecosystem; iii) values and beliefs towards the environment as evidenced by different groups studied in the pack; iv) similarities and differences between peoples living in different parts of the planet.

ATTITUDES

Through investigating the lives of others, children will be encouraged to empathise with people in their own community and abroad. They are given the opportunity to express their attitudes and values and understand how they are formed. They learn to recognise the validity of different points of view and attain a greater understanding of the ways both our society and others relate to the world and in particular to the environment.

COLLABORATIVE LEARNING

The activities in the pack are based on children working in pairs or small groups for most of the time. This enables them to take responsibility for their own learning and that of others. The activities specifically aim at encouraging talk between pupils; they will need to seek information from each other and from the materials, as well as from books, and to speculate on information through discussion. This style of active learning can stimulate the children's desire to find out more about the Arctic and teachers trialling the pack have found a range of resources which they have used to extend the childrens' work. These are listed at the back of this book.

SKILLS

In order to be effective adults in a democratic society children need to acquire a range of skills. In this pack children will practice research and information processing skills, and extend their ability to analyse information critically. Map-work augments their geographical skills. Communication skills (reading, writing, speaking and listening) are enhanced through active learning approaches which incorporate discussion, debate and analysis.

ACTIVITIES AND EXTENSION WORK.

This pack can be used as it stands but we hope teachers will use it as the basis for themework in the primary or middle school. The materials have been used successfully in secondary schools with first year Humanities and second year Geography. It would fit in well with Environmental Studies and History. We include many suggestions for extension work and for this we are particularly grateful to the staff at Duns Primary in Berwickshire for their inspired ideas and for recommending resources. All the activities have been tried successfully in a number of schools. The strength, however, of working thematically is the flexibility it allows teachers to build on the children's interests and experiences. We believe the theme of the Arctic will prove a useful framework for helping children understand some of the ways in which the world works and their relationship to it. We hope you and the children enjoy doing the pack as much as we have enjoyed preparing it.

GUIDE TO THE HANDBOOK

There are various headings throughout the book which are explained below:

PREPARATORY WORK

Suggestions for work to prepare children for an activity.

Activity (followed by a number)

Refers to activities which are included in the pack as photocopy masters.

EXTENSION WORK

Suggestions for work to follow up and extend an activity.

TEACHING POINTS

These help pinpoint the specific learning we hope the children will gain from a particular activity.

TEACHERS' NOTES

Give additional factual information which we hope will prove useful to busy teachers.

PREPARATORY WORK.

Starting where we are:

If the children are to come to grips with some of the huge differences between their lives and those of people who live in the Arctic regions of the world then it is a good idea to take as a starting point something nearer home. One of the key differences between Britain and the Arctic is temperature. Before beginning the topic the children could set up experiments to measure the temperature each day for a term and record their findings on a graph. The children can look up the average temperatures for their area and compare them with the ones they have recorded. This would introduce the children to graph work and make Activity 3, Temperature charts, more meaningful to them. It is important that the children have a clear understanding of our different seasons before they undertake a study of the Arctic where the seasons have quite different meanings.

The following activity has proved very popular with children:

Display about ten photographs around the classroom which show scenes and activities which are related to the seasons of the year. The children should work in pairs and study the pictures in order to fill in a chart like the one below:

Picture no.	What season	Why?

It is important to include some photographs in which the season is hard to identify to encourage the children to talk about the pictures in some detail; to look for clues which might help them decide which season a picture depicts and explain why.

This preparatory work will help the children with Activity 4, Arctic Seasons.

MAP WORK: Included in the pack is an outline map of the world to photocopy and use with the children in Activity 1. The map uses the Eckert projection which has the advantage of being an equal area projection, but doesn't distort the shapes of the countries as badly as the Peters projection. The Peters projection was developed to correct the impression of the world given by the commonly used Mercator projection. The Mercator map was designed for European purposes with Western Europe near the centre of the map, resulting, for example, in gross exaggeration of the size of Greenland and a corresponding contraction of the apparent size of South America and other places south of the

Equator. We think the Eckert projection is an improvement on the Peters. Nevertheless, all map projections distort in some ways and the Eckert projection results in New Zealand being slightly displaced and part of Antarctica and the Pacific Ocean are omitted. In our active learning pack, A RAINFOREST CHILD, there is a map activity which involves the children comparing a Mercator with a Peters projection. This enables them to talk about the distortion in the Mercator projection and begin to realise that this sort of bias can influence our attitudes to the importance of other countries and their people.

A RAINFOREST CHILD

AN ACTIVITY BASED TEACHING PACK FOR 8-13 YEAR OLDS

PREPARATORY WORK BRAINSTORMING.

Before beginning the activities the children should be given the chance to say what they already know about the topic.

Working in groups of 4 children should be asked to BRAINSTORM and write down whatever comes into their heads when they hear the word 'ARCTIC'. One child in each group should act as scribe and write down everything everybody in the group says. This activity should take about five minutes and when the time is up a spokesperson for each group should read their lists to the class. A class list can then be made to pull all their ideas together. This class list can be referred to later on to help the children see how many new things they have learned and to correct any ideas which were false.

Activity 1

MAP WORK

MATERIALS: Photocopy master 1, one for each child; a world atlas.

Children work individually.

PROCEDURE : Using the Eckert projection the children should become familiar with the imaginary lines of the Equator, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles. They should also name the main continents and oceans. With the help of the atlas they should find out which countries have land inside the Arctic circle and try to mark them on the map. There are 7 countries, Iceland is not one of them.

When they have done this ask the children to imagine they lived in one of these countries. Would they be happy with the map projection we are familiar with? With the aid of a globe point out the North Pole and show the children how the land inside the Arctic circle is distorted when it is stretched out to fit on a flat map. Next ask them to try and imagine what an Arctic-centred map might look like. On a blank piece of paper they should mark the North Pole in the Centre and then use a compass to draw the Arctic Circle and a circle to represent the Equator. If they set their compasses at 22mm and 82mm respectively they can directly compare the map they attempt to draw with the one supplied for the next activity. Having drawn the circles they should attempt to draw a world map from this perspective. It isn't an easy task and the children should be reassured that no-one expects a masterpiece, just a good attempt to see what the world might look like if we decided to draw it from this perspective. (Children are suprisingly good at this).

Activity 2

AN ARCTIC CENTRED MAP OF THE WORLD

MATERIALS: Photocopy master 2, one for each child: a world atlas.

Children work in individually

PROCEDURE : After the children have attempted to draw their own arctic centred maps they should compare them with this one. Can they locate the continents?

Using the same compass measurements they should mark the Arctic Circle and the Equator; next they should mark the countries which have land in the Arctic Circle on the map.

What do they notice about this map if they put it by the side of the Eckert projection?

How does the new map change our perspectives of the world?

Ask the children to measure the distance between Moscow and Washington on both maps.

Then ask them to find the shortest distance between the USA and the USSR. (NB Alaska is the 51st American state.)

Does this map challenge their view of East/West relationships? Can they see why the Arctic is such a sensitive military area?

In groups the children can discuss their observations about the maps and make a list of points about them for the rest of the class. These could be written up and displayed on the wall beside the two maps.

These initial activities have helped the children find out about the location of the Arctic. The next few activities in the pack help children build up an understanding of the climate of the Arctic, the seasons and the ecosystem of the tundra of Northern Canada.

Activity 3

TEMPERATURE CHARTS.

MATERIALS : Photocopy masters 3a and 3b, a set for each pair; a coloured pencil each.
Children work in pairs.
PROCEDURE – Without letting their partners see their graphs the children take it in turns to read off the temperatures on their graphs to their partners, who plot those temperatures on their own sheets. Working alone the children then fill in the box chart from the information on their completed graphs. Some children may prefer to fill in the boxes first and then complete the graphs. NB The children should use a different colour pen to fill in their graphs to emphasise the different regions of the world being investigated.

TEACHING POINTS

What can they learn from the graphs?
Looking at the graphs the children should be asking: How many seasons are there in Britain? How do they know? How many seasons are there in the Arctic? How do they know?
By having the temperatures on the same sheets it enables the children to see clearly the differences between the Arctic and Britain.

EXTENSION WORK

This is an opportunity for some maths work. Averages are often used to tell us about temperatures, rainfall etc, yet the information they give has to be treated with caution. Children could do some exploratory work on averages amongst themselves. What is the average age of the class? The average height? The average shoe size? If they completed the preparatory work on temperatures near the school they could compare these with Britain's average overall. This is also a good opportunity to investigate temperatures in a more practical way. A number of science experiments could be conducted to investigate the temperature at which water boils, freezes etc. The average deep freeze has a temperature of minus 11 degrees centigrade. How would our lives change if the temperature outside was almost always as cold as a deep freeze? The book 'Polar Regions' has lots of good ideas for science investigation.

Activity 4

ARCTIC SEASONS

MATERIALS : Photocopy masters 4a and 4b, a set for each pair, scissors and glue.
Children work in pairs.
PROCEDURE : Working together the children should read the sheet, ARCTIC SEASONS, and, cutting out the boxes, match them to the pictures. When they have done this they should cut up the pictures and put them in a logical order according to the seasons.

TEACHERS' NOTES

There are fewer than 200,000 people living in the Arctic, and of these about 60,000 are Inuit from Alaska, Canada and Greenland. There are between 45,000 and 50,000 Sami and the remainder live in the Eurasian-Siberian Arctic. Despite national and political boundaries, the vast tracts of land around the Arctic comprise a region in which physical appearance, languages and traditions are clearly similar. The languages of the people have evolved in response to the landscape and are superbly expressive and finely tuned to their needs. Consider this description from Hugh Brody's book, "The Living Arctic", which tells us how the Inuktitut language can make a multitude of precise distinctions when it comes to descriptions of space:
"There, above your eye level and visible;"
"there, below your eye level and not visible;"
"there, above your eye level and not visible;"
" there, close to you and visible;"
" these here, those there."
"A complete list of all the exact terms for locating objects in space would be extremely long....The languages of northern hunters are rich and precise. Never having relied on written texts, great care is taken when speaking to ensure that exact meaning is understood. Loss of language because of influence from English can constitute not only a reduction in knowledge, but an impoverishment of the observed – of experience itself."
During the last two centuries colonial agencies have imposed other languages upon people across the north. These can never replace the northern languages, yet schooling is rarely in the vernacular and so the strengths, knowledge and confidence that depend upon fluency in one's own language are at risk. The following quotations illustrate this very well:
"We took some kids out camping. When we told them to get firewood, they cut down live trees instead of dead ones. They did not understand the world for dry wood...."*Peter Morgan – George River.*

"I told the boy,"iglaisillutit,"- untangle the dogs' leads. He stared at me. He said," I don't have a comb with me." He thought I was asking him to comb his hair. It's the same word. He had not learned its real meaning."
Isaac Amituq – Sanikiluaq.

EXTENSION WORK

Activity 3 shows how descriptions of the weather, animals and landscape are central to the lives of the people. If language is lost the ability to live in the Arctic is threatened. Work on the practical importance of language to people could be developed by focusing on how to describe the landscape in the way the Inuit do. Children could imagine what it would be like describing a landscape using parts of their bodies to tell each other where to look. Instead of using features like buildings, fences, trees etc they must direct each other the way the Inuit do, as described above. All over the world minority groups are determined to save their languages from extinction because self-confidence and self-determination depend upon fluency in one's own language. This can be clearly seen in Wales where the fight to save the language goes on. More recently, ethnic minority groups in Britain have been determined to maintain their mother tongues because they recognise that language is central to a peoples' cultural integrity.

Activity 5

LIFE IN THE TUNDRA

MATERIALS : Photocopy masters 5a and 5b, a set for each pair.

Children work in pairs.

PROCEDURE : Give out the sheets and ask the children to follow the instructions and fill in the boxes on sheet 5b.

TEACHING POINTS

The ecosystem of a broadleaved woodland included on sheet 5a comes from our active learning pack, TOMORROW'S WOODS. In this pack the children investigate the ecology of one of our native habitats; they see how it has been destroyed in the past and how it is still threatened today. This pack is firmly based on the idea 'think globally, act locally' as it extends the local study into a look at the threats to woodlands worldwide and makes suggestions for conservation work children can get involved in at home.

EXTENSION WORK

SCIENCE

This is a good opportunity to develop investigatory science work. Schools trialling the pack devised activities to help children investigate why the weather is so different in the various regions of the world. It is an ideal opportunity for the children to find out basic information about how the Earth spins on an invisible axis and how this affects the polar regions. They can also find out why the Arctic and Antarctica are so cold by investigating how the sun's rays pass through the earth's atmosphere. Children are fascinated to find out why the sun never sets in the middle of summer, and doesn't rise in mid-winter in the polar regions. In Duns School the children undertook a study of magnetism as part of their science work and conducted a number of experiments.

EXTENSION WORK

ART

The two illustrations on photocopy master 5b can be made into life-size wall displays to show the tundra in winter and summer. The displays can be labelled as they are in the activity and will reinforce the learning from this work for everyone.

Activity 6

THE ECOSYSTEM OF THE TUNDRA

MATERIALS : Photocopy masters 6a and 6b.

Children work individually.

PROCEDURE : Working on their own children read the information sheet, 6a, and answer the questions; 6b illustrates the food chains of the tundra. The children should each choose an animal from the sheet and undertake some personal research into that animal. From 6a they can describe and draw the food chain of the animal they have chosen.

EXTENSION WORK

ART AND CRAFT

Some schools made a tundra and showed the animals who live there. Using chicken wire and papier mache they created a shape to represent the tundra, painted it white and made model animals out of clay and plasticine.

Activity 7

WHAT HAVE WE LEARNT SO FAR?

MATERIALS : Photocopy master 7, one for each child.

Children work individually.

PROCEDURE : Children complete this sheet on their own. It is designed to draw together the learning at this stage of the pack.

The next section of work takes the children back to the early 20th century to explore the lives of the Ihalmiut people who lived in the Northern Barrens of Canada. The lives of these people were recorded by Farley Mowat in his book, "The People of the Deer". The period studied corresponds to the years 1910-1914, but the lives of the people as explored in the activities would have changed very little in thousands of years. The activities in this section are designed to reinforce and extend the children's understanding of the ecosystem of the tundra and to introduce them to one of the groups of people who live there as the human component in this balanced ecosystem.

ACTIVITY 8 is a sequencing exercise which uses one of the stories of the Ihalmiut; the story explains why the Arctic night and day, and its seasons are as they are. After this in ACTIVITY 9 the children hear the creation story of the Ihalmiut people, 'THE GIFTS OF KAILA'. It is interesting to note that a number of creation stories have a woman as the central figure. The illustrations in the book has been adapted from the art of the Baffin Island Inuit and is produced with their permission. Many teachers were interested to explore the style of the illustrations which seem to reflect the landscape they come from. 'THE GIFTS OF KAILA' opened up lots of possibilities for exploring Inuit myths and legends. There are some interesting ones in the book 'MYTHS AND LEGENDS OF THE NORTHERN PEOPLES' (see recommended resources).

Activity 8

HOW WE GOT DAY AND NIGHT

MATERIALS : Photocopy master 8, one between two. Scissors and glue. A piece of A4 paper for each child for drawing.

Children work in pairs.

PROCEDURE : The children cut out the various paragraphs of the story and put them in the right order. When they have done this they draw a series of twelve cartoons to illustrate the story. NB There are two or three different orders that the story can go in. If it makes sense then it is correct, children can compare their order with those who have a different order and discuss their choices. This enables the children to think about style, an important aspect of writing.

Activity 9

THE GIFTS OF KAILA

MATERIALS : The story, included in the pack.
Children sit together as a class or small group.
PROCEDURE : The teacher reads the story to the children and encourages them to discuss the illustrations and their origin. The story also raises the opportunity for children to discuss the creation stories of their own religious backgrounds. It is also a good opportunity to discuss the fact that the woman is the central figure in this story.

At this stage teachers trialling the materials looked at the creation stories of a number of different groups in the world exploring their similarities and differences. A book they found useful was ' WORLD OF DIFFERENCE'(see resources guide) which looks at eight religious or belief systems and retells their creation stories. The accompanying teachers' book suggests activities which seek to question stereotypes of race, culture, Western superiority, 'scientism' and religious biogotry. ACTIVITY 10 introduces the children to the day-to-day lives of the Ihalmiut people through a role play activity. This serves as preparation for the simulation game, LIFE IN THE BARRENS. The game is based on the true story of the Ihalmiut people as described in Mowat's book.

Activity 10

THE PEOPLE OF THE NORTHERN BARRENS

MATERIALS : Photocopy masters 10a, 10b, 10c, 10d, and 10e, one set for each group.
Children work in groups of 4.
PROCEDURE : Give out the role descriptions to the children. Each child has a role of either a man, woman, a boy or girl child. The reading tasks involved vary and the roles of children are less demanding.
When the children have finished their reading they work as a group and fill in the checklist of who does what jobs in the group. When they have completed this ask the children to BRAINSTORM on how they feel being part of this group. One person in the group should record what they say.

EXTENSION WORK

ART
One school made life-size figures of the four characters as a wall display and wrote all the jobs each character did on them. This can be done as a collaborative activity with all the children who had the role of the woman working together, all those who had the role of a boy working together etc.

Activity 11

LIFE IN THE BARRENS A simulation game.

MATERIALS : The game is included in the pack with full instructions.
Children work in groups of 6 – 12.
PROCEDURE : It is essential that you read the instructions for the game carefully before playing it with the children. It is possible for the children to play it without the help of a teacher if they read the instructions carefully too.

The next three activities concern the Inuit whose lives are completely dependent on the mammals who live in the sea. Before beginning this section of the work we recommend that you explore the differences between the Inuit dependent on the oceans and those dependent on the tundra. Their are a number of books in the recommended resources which cover this quite well. The BBC TV schools series, Zig Zag, on the Inuit is useful here. The aim of this part of the work is for children to develop an understanding of why the whaling ships went to the Arctic and the devastating effect this had on the Inuit who lived there. We want the children to see it from the point of view of the sailors who worked on the whaling ships as well as the Inuit. It is important that they realise that issues are never simply a question of looking at who is right or wrong. This is reflected in the last part of this work which asks them to consider the current Greenpeace campaign to save the seals from an Inuit perspective.

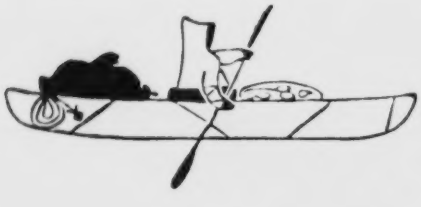
Activity 12

AN ARCTIC STORY

MATERIALS : Photocopy masters 12a, 12b, 12c, 12d, and 12e. 1 set for each pair. Materials to make a book.

Children work in pairs.

PROCEDURE : Photocopy master 12a is a story divided into paragraphs and numbered in the right order. It should be photocopied and cut up. We suggest that this activity begins with the teachers giving out the illustrations (photocopy masters 12b, 12c and 12d) and reading the story to the children while they look at the illustrations. The task is for the children to use the illustrations to make a book for younger children based on the story they have read. The instructions on how they are to do this are on photocopy master 12e. Each pair should be given a copy of the story cut up. When the children have finished writing their books they could go to the infant class and read their stories to a group of children. If it is a secondary school or middle school they could perhaps visit the link primary schools and read to the children or take them home to read to a younger sibling or friend.



TEACHERS' NOTES

Children really enjoy writing stories for younger children and making them into books. The process is a valuable one for practising the important skills of accuracy in spelling, punctuation and sentence construction in a context which the children can see is entirely relevant and justified. The process of turning a story suitable for older children into one suitable for younger children involves developing a very wide range of skills. The children have to think carefully about what concepts smaller children are capable of understanding, what vocabulary is appropriate, and how, above all, to make the story interesting for them. It will also involve the children thinking about how they can challenge stereotypes of 'Eskimos' with small children. How should they describe the people, as Inuit, a name unfamiliar to young children, or as 'Eskimos' which they know the people don't like? The children we have worked with have had valuable discussions about this which has contributed to their

growing sophistication in understanding the importance of language when we are describing people with different cultural backgrounds. Finally the illustrations have been beautifully coloured in, the text processed on the school computer and the finished books take pride of place in the infant library. The children who have written the books take great pride in becoming authors and their confidence and self-esteem is increased and affirmed.

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Activity 13

THE DIARY OF A WHALER

MATERIALS : Photocopy master 13a, 13b and 13c. One set for each group.
Children work in groups of four.
PROCEDURE : You should read the diary of the seaman to the children before they have a chance to read it themselves in their groups. After they have read it and discussed it, they could improvise some drama about life on board the ship. This would make sure the children have really understood what life was like for the sailors. Photocopy master 13c is historical information on the impact of whaling on the whales and the people of the Arctic. A group discussion/debate about this information is important to make sure the children have understood the information. When you are sure the children have understood the issues they should plan a role-play in their groups. They should imagine the whaling ship has been stranded in the Arctic over the winter (this often happened), and that the sailor who wrote the diary meets an Inuit from the story in Activity 12. What would the two men say to each other? The children should plan a role play in their groups and then take it in turns to act it out for the rest of the class. In this way the children will understand more clearly the conflict between the developed world and the indigenous people of the Arctic and perhaps develop some strategies for conflict resolution.

TEACHERS' NOTES

The arrival of European whalers in the Arctic signalled the decline of the Inuit culture. The whale oil was mainly used to fuel the lamps in the streets and houses of the newly industrialised towns. American whalers also joined in and by 1850 they had over 700 ships. Conditions for the sailors were dreadful and in 1871, thirty-four American ships were lost in the ice, but this did not deter the whalers. The Inuit who had lived in isolation for 5,000 years were not prepared for this onslaught on their way of life. By the late 19th century the whalers were trading with the Inuit: they introduced them to tobacco, whisky and firearms. Soon drunkenness led to hundreds of Inuit dying from gunshot wounds; venereal diseases were common and other diseases like measles, mumps, influenza and tuberculosis spread. Over 80 per cent of the population were struck down. The whalers were followed by the fur traders (see introduction for information on the impact of companies like the Hudson's Bay Company) with similar devastating results as explored in the game, Life in the Barrens.

Activity 14

LABRADOR INUIT ASSOCIATION APPEAL TO EUROPE

MATERIALS : Photocopy master 14, one between two; some Greenpeace campaign materials on saving the seals.
Children work in groups of four.
PROCEDURE : Most children have heard of or are quite aware of the Greenpeace campaign to save the seal and are in sympathy with it. If would be useful to have some of the campaign materials available for the children to look at. After they have had some time to discuss the campaign give out the statement from the Labrador Inuit and ask them to write down what they think are the key areas of conflict between the Inuit and Greenpeace.
What do they think? Whose side are they on? Why?
Some of the children we have worked with have wanted to respond to this by designing posters to illustrate the Inuit point of view; others have written to Greenpeace and, whilst congratulating them on their campaign, have asked them to consider the Inuit people whose way of life is being threatened.
This activity helps the children see how clear we have to be about the issues we are concerned about. We must take a holistic view of the world and not just look at one side of an argument.

TEACHERS' NOTES

Arguments similar to those of the Labrador Inuit have been put forward by communities who have traditionally depended on whales. In 1977 the International Whaling Commission imposed a total ban on hunting bowhead whales. The Inuit of Alaska who had only pursued the bowhead for subsistence, never for profit, made representations to the Commission, and denounced the ban. They argued that if they were not allowed to hunt the basis of community life for 100,000 people living in small villages along the Arctic coasts of Alaska, Canada and Greenland would be destroyed. These arguments, backed up with evidence from marine biologists proving

that the population of bowhead whales was much greater than had been supposed, resulted in 1984 in a quota of twenty- seven bowhead whales being granted to the Inuit. This quota is not, however, enough for the community to live on. Predictably, Greenpeace has evidence that Japan, the USSR and Norway flout the ban. Chile, Korea and Portugal also kill protected species; Spain admits that it has operated a pirate whaling operation. Iceland said it planned to kill protected whales and Greenland exports whale meat illegally. The Commission has given protected status to many different types of whales but the developed nations still manage to beat the ban by claiming that they are only catching whales for 'research' purposes. The traditional hunters of the Arctic are once again being made to suffer for the greed of the developed world.

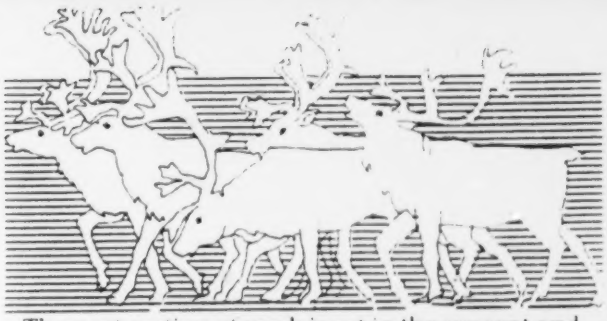
EXTENSION WORK

MUSIC and PLAY

Entertainment is very important to the Inuit and in recognition of this Duns school held an Inuit Celebration day: all the children were involved in singing songs, playing games and exploring the music of the Arctic. The BBC has an excellent tape of Inuit music with information about throat singing, the drum dance, games and other pastimes. The children made some Inuit toys, which were always designed to develop a practical skill as well as being fun. They played string games like cats' cradle; held tug of war competitions and ran seal races. This is played by children lying on their tummies and, using only their arms to propel them, they 'race' across the 'ice'. A haunting record is 'Songs of the Humpback Whale', a selection of the sounds made by whales, which may be available from libraries.

TEACHERS' NOTES

The Inuit people today are trying to rescue their culture which has been so devastated by the impact of the Europeans. One of most destructive forces was the arrival of the missionaries who introduced Christianity to the people. The cultural divide couldn't have been greater. The introduction of Sundays into lives which revolved around the seasons seemed bizarre, and the notion of a day of rest was completely alien to the Inuit who ate when they were hungry and slept when they were tired. The missionaries banned singing except hymns, and all dancing. All forms of enjoyment were discouraged. Women were no longer allowed to tattoo their faces, hands or bodies. Ministers preached against the immorality of nakedness, not realising that nakedness in the intense heat of stone and turf houses allowed people to perspire freely and keep their bodies clean. Teachers who would like to examine the impact of the missionaries will find excellent information in



The next section of work is set in the present and focuses on the Sami people who live in Northern Norway. The Sami people are sometimes called Lapps, but they regard this term as insulting and prefer to be called by their proper name. The Sami have successfully adapted to life in developed countries and have managed to retain many aspects of their traditional way of life as well as adopting part of the modern. Today the Samis' way of life is under threat as never before. The Chernobyl accident in April 1986 led to radioactive fall-out in the Arctic which has poisoned the lichen, the main source of food for the reindeer. Without the reindeer the Sami way of life cannot continue, and so this tragedy could be the end of this group of Arctic peoples. Yet this is only one of the threats facing the Arctic peoples today. The next activities help the children understand how the developed world is continuing to undermine the capacity of Arctic peoples to survive in their own lands.

Begin this section of the work by showing the ARCTIC programme from the TWO WAY TICKET series featuring Marit-Elizabeth of Samiland. Details of where to borrow or buy the video are included in the resources section at the back of the book.

Activity 15

WHERE DO OUR IMAGES COME FROM?

MATERIALS : Photocopy master 15, the lists the groups made when they were asked to brainstorm on the Arctic.

Children work in groups of four.

PROCEDURE : After the children have watched the video they should get into groups of four and make two lists as follows:

The ways in which Marit's family have:

a) retained a traditional way of life; and

b) adopted a modern way of life.

What images do they think most people have of Arctic peoples, traditional or modern?

Where do these images come from?

Give the groups Photocopy master 15 and ask them to fill in the charts.

This should involve a lot of discussion about their own images of the Arctic before they began this work. They could usefully refer back to the list of ideas they brainstormed at the begining of the work. When they have finished they should compare their checklist with another group and discuss any differences in their points of view.

EXTENSION WORK

IMAGES

Children should work in groups of four and be asked to put together a box of images of their own area including pictures, artefacts, newspaper cuttings etc. to give Marit to take back to Masi so the children in her school can get an accurate idea of what the area is like. (These don't have to be real things, just a list of what they would collect together.)

Are all their images positive?

Why?

What sort of images might different people present of the area, e.g. an unemployed person, a rich businessman, a child etc?

An excellent teaching pack which enables children to follow up the issues raised by Marit in the video is MOVING ON produced by the Minority Rights Group about the nomadic people of our own country: the Travellers. The issues raised in this pack put into a home context many of the issues the children have been studying about the people of the Arctic. Can children, who are usually indignant about the treatment of Inuit and Sami, transfer their indignation to the travelling people, or other ethnic minority groups who suffer from discrimination and racism in Britain? Where do our images of these groups come from? Are they accurate or fair? How can we challenge unfair images in our school and in our everyday lives?

Activity 16

MAP WORK.

MATERIALS : Photocopy masters 16a and 16b, one set for each pair.

Children work in pairs.

PROCEDURE : It would be useful for the children to see the first part of the video again before doing this activity. Show the bit which focusses on the increasing strategic importance of the Arctic. After they have seen the video each pair should be given a copy of either 16a or 16b, one each. First of all they should name the countries featured on the map. The rest of the activity involves sharing information on their maps and is fully explained on the worksheet.

NB.Refer the children back to the Arctic- centred maps so they are clear about the perspective from which they are looking at the Arctic and remind them of the strategic importance of the Arctic region because the superpowers are so close to each other in this region.

Activity 17

PRESSURE ON THE PEOPLE OF THE ARCTIC

MATERIALS : Photocopy master 17a and 17b, one set for each pair.

Children work in pairs.

PROCEDURE : It would be useful for the children to see the part of the video which looks at the Sami protest against the Alta dam project. Give the children the sheets, which are self-explanatory.

TEACHERS' NOTES

In Labrador, in Northern Quebec, there is an example of how the caribou were affected by a big dam project. The James Bay Project, which has been called 'the project of the century', began in 1971 and in its first phase has cost £15 billion to build a series of dams which can generate more hydro-electricity than there are markets for. As well as dams, roads and reservoirs have irrevocably altered 176,000 square kilometres of 'wilderness'. Eight huge dams have been built on the Grand River, the East Main and the Caniapiscau to control a series of gigantic reservoirs. In 1984 the final reservoir was filled and in early September the spillway was opened, dumping excess water north down the Caniapiscau River towards the migrating caribou.

Fourteen thousand cubic metres of water a second gushed through the spillway along the Caniapiscau Gorge adding to a river already swollen with the autumn rains. When it reached Limestone Falls the normal flow over the falls was doubled overnight. The unsuspecting caribou, who had for generations used Limestone Falls as a crossing point, were swarming across: the force of the water swept them over the Falls and 10,000 drowned. Hydro-Quebec called the tragedy an 'act of God', yet it wasn't a natural disaster, the caribou were the victims of 'the project of the century'.

The Inuit were the first to find the dead animals and had to deal with it by airlifting the carcases out of the river before they rotted and poisoned it. Fences had to be erected to prevent other caribou migrating in the future. An ancient community of life, shaped for survival in a rigorous environment over thousands of years, is now moving into a threatened future as humans change the North by harnessing the rivers. We are bartering the wilderness for energy we can't sell. Clearly every technology has its costs, but mega-projects like the James Bay Project and nuclear disasters like Chernobyl should, perhaps, make us think twice before embarking on such schemes.

EXTENSION WORK

Some children may not be clear how dams produce electricity. This would be a good opportunity to see how rich in energy resources the Arctic is. It contains natural gas, oil, and much potential for hydro-power. The drive to get these sources of power from the Arctic are threatening the ecosystem of the Arctic as the next activity shows. After the children have considered all the different points of view regarding the building of the Alta Dam they could role play a commission of inquiry into the building of the dam and each child could take on the role of one of the people and put their point of view at the inquiry.

Who do they think will get their way?

In fact the Alta Dam was built, but in a slightly different place, which prevented Marit's village from being flooded. The Arctic peoples see their struggles to protect their way of life and the natural environment as ones which are very difficult to win.

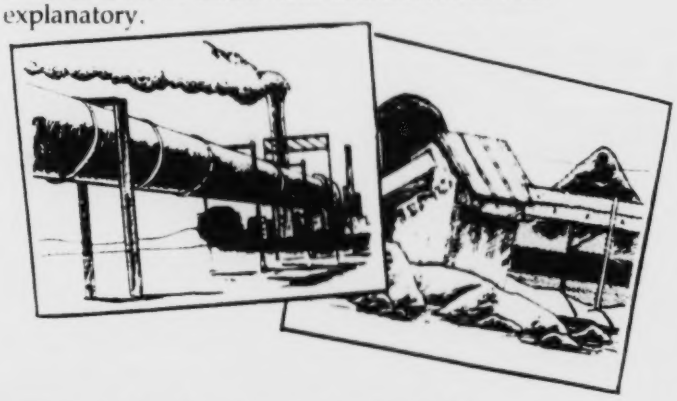
Activity 18

THREATS TO THE ARCTIC.

MATERIALS : Photocopy master 18 (an instruction sheet) and a set of cards. (six sets are included in the pack, colour coded blue. There is also a set of plastic bags to keep the cards in when they are cut up).

Children work in groups of four.

PROCEDURE : Give each group an instruction sheet and set of cards. The instructions are self-explanatory.



PREPARATORY WORK

The final activities focus on the rights of people and of the planet: the children may need some preparation so they understand the concepts involved. There are some excellent materials available to teachers on human rights and how to teach them which we recommend in the section at the back of the book. If children have worked with the pack, MOVING ON, they will have explored the idea of rights and the following activities will extend their understanding of the important ideas and concepts covered in this section of the work.

Activity 19

THE RIGHTS OF INDIGENOUS PEOPLE.

MATERIALS : Photocopy master 19, one between two.

Children work in groups of four.

PROCEDURE : Give out the Declaration of Human Rights and make sure the children understand what they mean. What other groups are there who could be described as indigenous people? The sheet has illustrations depicting a number of different groups: can the children identify some of them? Children who have followed the rainforest pack will understand the threat to indigenous rainforest people, other groups include Australian aborigines, New Zealand Maoris and native Americans. Why do the children think that indigenous people do not have these rights?

Is there anything we can do about it? If the indigenous peoples of the Arctic achieved these rights how do the children think they would choose to develop the natural resources of the Arctic?

What differences do they think there would be between the Inuit or Sami and the big companies?

TEACHERS' NOTES

There are two major organisations working for the rights of indigenous peoples, Survival International and the Minority Rights Group. They produce useful information and teaching materials. We include their addresses in the Useful Addresses section at the back of the book.

Activity 20

THE VOICES OF INDIGENOUS PEOPLE

MATERIALS : Photocopy master 20.

Cut out the statements and stick them onto card.

Children work in small groups or as a class.

PROCEDURE : The cards with the statements on should be placed around the room so the children can move around and read them. They should choose the one they think has the best argument to put to the different multinational companies who want to exploit the natural resources of the Arctic: the mining and oil exploration companies, those who want to build big dams etc. When each child has chosen they should stand by their statement. As the children form groups around their chosen statement they should discuss why they have chosen it and prepare to put their point of view to a meeting with a representative of a big company. The teacher should play the part of the representative of the company who has called the meeting to discuss the development plans for the Arctic. Each group of children in turn should read their statement and then develop their argument against the company as they have planned.

TEACHERS' NOTES

Since the 1960s the people of the Arctic have negotiated a series of policies and agreements with governments. They formed native rights movements all over the continent which gained momentum throughout the 1970s and 1980s. These groups were forced to compromise with the powerful interests of the developed world and accepted compensatory settlements under duress from governments determined to develop the land. Then, in 1975, came a turning point when the Dene Indians declared themselves a Nation and made a declaration insisting on their rights to self-determination and to power over their own lives and lands. Hugh Brody sums it up: 'The demands are for recognition, the discarding of absurd and self-serving stereotypes; the right to continue to live as equal, modern peoples; a chance to live their own egalitarian individualism, and to raise their children according to their own ideals of human and natural life.' (The Living Arctic). Many indigenous groups identify themselves as the 'fourth world', and are making links across the continents to fight for the rights due to them as aboriginal people, and perhaps for the life of the planet itself as they try to stop the developed world destroying the earth's life support systems.

Activity 21

LET THE PLANET SPEAK.

MATERIALS :A large sheet of paper and coloured pencils for each child.

***Children work individually, in pairs or small groups as they wish.*PROCEDURE – The children have explored the idea of human rights. In this activity ask them to think about the planet's rights. Does the earth, our home, have any 'irrevocable and inborn rights' as well? Ask the children to think about what rights they think the planet ought to have and ask them to imagine what the planet would say if it could speak. LET THE PLANET SPEAK should be the theme of a poster which will illustrate what rights they think the planet would insist on if it could speak.**

TEACHING POINTS

Encourage the children to think hard about the ways the planet's life-support systems are being threatened: acid rain, deforestation and desertification; the 'greenhouse' effect and possible melting of the polar ice caps; the pollution of our oceans, rivers and streams; air pollution, the poisoning of our soils with chemicals etc. Perhaps the children would like to mount an exhibition of their posters in the local library, shopping precinct or teachers' centre to alert others to the threats facing the planet.

WHAT CAN WE DO?

This question is perhaps the one we are asked most. The answer is not simple: what I personally believe is that we have to challenge our current world view which has cut us off from the truth of our history. We have adjusted our history in order to elevate ourselves, to see our societies as the peak of human achievement. We condemn the hunting cultures as 'primitive', and we see their destruction as an inevitable part of progress. This view of the world, this paradigm, sees the land as something that can be changed into something else, and indeed must be changed to ensure human happiness, to provide jobs and to create material wealth and ease.

The lives of the white men who work in the Arctic have been described by Barry Lopez like this: "The tedium of schedules is unrelieved. Drugs and alcohol are smuggled in. Pornographic magazines abound... and are part of a resentful attitude toward the responsibilities of family life. There is a distrust, a cursing of women, that is unsettling. Woman and machinery and the land are all spoken of in the same way – seduction, domestication, domination, control." It seems to me that this description sums up much of the Western way of life. Yet it is easy to justify such a depressing way of life: "It's for the money". I believe that as teachers concerned with the future of the planet, and with the future happiness of our children, we have the task of helping children see the truth of our history; to help them unlearn the stereotypes of aboriginal peoples which we have invented, to value the perceptions of the indigenous groups who see that the great task of life is to achieve congruence with the land. This pack has tried to help the children see the world through the eyes of the Arctic peoples and in doing so I hope they will have glimpsed the shape of a different paradigm from the one which dominates our culture at the moment; one that values life, the land and the planet. We need children who will grow up with other visions than our current industrially-based one and this needs to take shape in practical ways.

What can we do? The only thing we can all really do is examine our own lives, to see how we are part of a system which is destroying the planet and think how we can change this. I hope teachers will explore these ideas with the children and be guided by their insights and wisdom. Children are wonderful teachers, and if they are given the chance they can begin to visualise a new world view for the future and thus contribute to the vital paradigm shift which needs to take place if we are to survive. A new paradigm must have less to do with getting and doing, and more to do with appreciating the beauty and joy of life, things indigenous people all over the planet have been trying to tell us for some time.

AUDIO-VISUAL RESOURCES

An integral part of this pack is the video: LIVING IN THE ARCTIC. This is part of an excellent series called TWO-WAY TICKET produced for Yorkshire Television by Sarah Hobson in conjunction with UNICEF

The other five programmes in the series focus on the lives of a child in the rainforests of Borneo (an active learning pack to accompany this, A RAINFOREST CHILD, is available from Greenlight Publications), a child in the mountains of Peru (a similar teaching pack to this one is being developed and will be published in Summer 1989), a river child, a desert child, and an island child. The programmes are all excellent and it is worth schools buying the whole set which costs £29.95 for all six programmes.
You can get them from: Jeff Foster, Yorkshire TV, Kirkstall Road, Leeds 3

If you or your local teachers' centre are unable to buy the video you can borrow it from places which have bought it. A list of these is available from Jeff Foster
IN WALES it is available from:
CDE, Carmarthen. Telephone: 0267 82 278
OXFAM, 33 Whitchurch Road, Cardiff, 0222 619003
IN SCOTLAND it is available from:
Multi-Agency Centre, Old Playhouse Close, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ. Tel: 031 557 3810

A number of schools trialling the pack found the BBC TV Series ZIGZAG on the Arctic extremely useful with junior and middle school children. There are six programmes which look at Inuit life both historically and in the present day

Another set of programmes produced to go with the ZIGZAG series is in the BBC Radio series, Junior Drama Workshop, which has three programmes called THE INUIT

TIME AND TUNE produced by BBC Radio in Spring 1977 called Anarquq and the Animals was used very successfully by Duns Primary School

RESOURCES GUIDE – TEACHERS

We have kept the books recommended to a minimum. If you manage to read these four books you will be very well informed and we can highly recommend all of them

THE LIVING ARCTIC
Hunters of the Canadian North – Hugh Brody. Faber and Faber 1987
Hugh Brody is the leading expert on the Arctic and in this book, commissioned by the British Museum to accompany their exhibition at the Museum of Mankind, he has provided us with a window into the lives of Inuit people today. Lovingly written and beautifully printed, the book tells us of the achievements of Arctic peoples and of their current struggles to retain what is left of their traditional way of life. The photographs and the words of the people themselves challenge us to re-think notions of white superiority and stereotyped views of a people which are usually presented behind the glass of museum exhibits. Mr. Brody introduces us to the Inuit of today, to the modernity, vitality and richness of their culture. Once you have read this you will not be able to regard these northern peoples as primitive or inferior, and will instead question the view that we of the developed world are secure, prosperous, wise and knowledgeable

THE FOURTH WORLD
The Heritage of the Arctic and its Destruction – Sam Hall -Bodley Head 1987
In this book Sam Hall gives a clear political analysis of the history of the Arctic. He describes the traditional lifestyle of the arctic peoples; the erosion of this culture under the impact of colonialism, and makes an indisputable case for a common collaboration to save the Arctic from further despoliation. The book is well written in a clear journalistic style and speaks for all aboriginal peoples, whom he describes as the 'fourth world'; who are threatened with extinction as the greed of the developed world threatens to destroy all the world's remaining wilderness

ARCTIC DREAMS
Barry Lopez – Picador 1987
This book gives us a spiritual perspective on the Arctic. His description of the landscape, animals and people is a poetic reflection about the meaning of humankind's encounter with the planet. In the book Barry Lopez is able to share his love for the Arctic with the reader in an intimate, intense way. To read it is to share his journey through the arctic landscape and share his insight that "if we behave respectfully toward all that the land contains, it is pssible to imagine a stifling ignorance falling away from us"

PEOPLE OF THE DEER
Farley Mowat – Michael Joseph 1952
This book is out of print but seems to be available in most good public libraries. The book is the story of the Ihalmiut people who lived in the Northern Barrens of Canada as told to Mowat by the people themselves. The book gives a fascinating insight into the lives of one group of people and the impact on them of the modern world. Highly recommended

USEFUL TEACHERS' HANDBOOKS &TEACHING PACKS

WORLD STUDIES 8-13
Simon Fisher and David Hicks – Oliver and Boyd 1984
Contains a wealth of ideas for active learning. Gives a description of brainstorming and many ideas for group work

TEACHING FOR HUMAN RIGHTS
Dr. Ralph Pettman. Australian Commission for Human Rights, 1984. £4.95.+65p p&p
Contains a wide range of activities for Human Rights teaching in the Primary School

MINORITIES: A TEACHER'S RESOURCE BOOK FOR THE MULTI-ETHNIC CURRICULUM

David Hicks, H.E.B. 1981

An invaluable introduction to the issues involved in teaching about minorities with many resource materials and practical suggestions

GLOBAL TEACHER/GLOBAL LEARNER

Graham Pike and Graham Selby. Hodder and Stoughton 1988

THEME WORK

Teaching with a global perspective – DEC, Birmingham

Part of a series of three books on development education in the primary schools. Extremely useful

MOVING ON

A Photopack on travellers in Britain – Lynne Gerlach, Stella Hillier, Julia Bennett, Danny Hearty. Minority Rights Group 1987. *An excellent resource for exploring human rights right here in Britain*

A RAINFOREST CHILD

AN ACTIVE LEARNING PACK FOR 8-13 YEAR OLDS

Lyle and Roberts – Greenlight Publications 1986.

£7.50 plus £1.25 p&p

This pack focuses on a child from the rainforests of Borneo. It aids discoveries about the structure, plants, animals and people who live there. The activities help us understand the importance of the tropical rainforests for the Earth and the consequences of their destruction

TOMORROW'S WOODS

AN ACTIVE LEARNING PACK FOR 8-13 YEAR OLDS

Lyle and Roberts – Greenlight Publications 1987.

£7.50 plus £1.25 p&p.

This pack examines the way in which Britain depended on woodland as part of its agricultural past, the reasons why the ancient woodlands were destroyed, the reafforestation programme and the consequences for wildlife. Trees are considered in a global context and their part in preventing desertification, flooding and other "natural" disasters

Both these packs are available by post from Greenlight Publications

RESOURCES GUIDE CHILDREN

The following resources are ones which we have found useful when working in schools. We recommend that teachers have copies of all of them to extend their work on the Arctic

ARCTIC HUNTERS

Indians and Inuit of Northern Canada – J.C.H. King – British Museum Publications in association with Indigenous Survival International 1987

This book was specially produced to accompany the Museum of Mankind's exhibition, THE LIVING ARCTIC. It tells the story of Inuit and Indian peoples as they live today. The book is beautifully illustrated with lots of photographs but the text is a rather dull, watered down version of Hugh Brody's book reviewed above. Though it makes no attempt to help children understand the threat facing the Arctic peoples today, it is well worth buying as a supplement to the work in this pack

THE ESKIMOS

Activity Book – British Museum Publications 1987

Also produced for the exhibition, it is useful for art and craft ideas and gives some information about the animals and culture of the people

The Young Geographer Investigates – POLAR REGIONS

Terry Jennings – Oxford University Press 1986

A very good basic guide to the Arctic and Antarctic regions of the world. It has lots of useful suggestions for follow-up science work. There are beautiful photographs on every page and it is ideal for the 8-13 age range

ESKIMOS – THE INUIT OF THE ARCTIC

J.H. Greg Smith.

and LAPPS – THE REINDEER HERDERS OF LAPLAND – Wayland Original Peoples series 1984

Wayland can be recommended for its approach in this series. The arrival of the Europeans and the devastating effects on the Inuit is included and covers the explorers, the fur traders and whalers, missionaries and the military and mineral explorers in the present day. The last chapter deals honestly with the Inuit struggle to defend their lives against the attack from the developed world. Highly recommended

ESKIMO BOY

Bryan and Cherry Alexander – Beans 1984

This is the story of a boy who lives in Greenland and though placed in the present day, it describes a traditional lifestyle and makes no reference to the position of most Inuit in Greenland today. However, it is a very useful book and an excellent accompaniment to activity 12, An Arctic Story

SURVIVING PEOPLES SERIES – ESKIMOS

Derek Fordham – Macdonald 1984

This book is suitable for the 10-13 year old and is packed full of factual information which will extend the children's knowledge and understanding of the polar regions. It explores the European moves into the Arctic and the impact of their presence in both the past and the present. It is beautifully illustrated with coloured photographs on every page

JUST LOOK AT....LIVING AT THE POLES

Bernard Stonehouse – Macdonald 1986

This book totally fails to take an anti-racist perspective; the role of the Europeans in the lives of the Inuit is seen as advantageous and the descriptions of the Inuit are of simple people in need of education. A useful resource for looking critically at images of indigenous people as presented in textbooks. Particularly useful when compared with the Surviving Peoples

series by the same publisher which has presented the Inuit in a quite different way. Used by a sympathetic teacher it will raise children's awareness of how our views about other people are influenced by books

OUR WORLD – POLAR REGIONS
David Lambert – Wayland – 1987
This book is most suitable for the 11-13 year old and gives lots of information about the geology of the regions. It also describes the ecology of the region, both tundra and oceans. The book also deals with the modern Arctic and looks at the threats to the Arctic today. The indigenous people are mentioned only in passing and their role in fighting for the protection of the Arctic wildlife and ecosystem is left out. However, a very useful book which will extend the children's knowledge and understanding of the region

SPIRITS, HEROES AND HUNTERS from North American Mythology
Marion Wood - Peter Lowe 1981
This book contains a number of creation stories from the Inuit people. It is beautifully and lavishly illustrated and incredibly good value for money at £6.95. The stories are well written and particularly effective when read aloud to children. Highly recommended

WORLDS OF DIFFERENCE
Martin Palmer and Esther Bisset – World Wildlife Fund and Blackie 1985
The way we think about the world is influenced by our beliefs about how it was created. As an extension to the work included in this pack on creation stories this book is ideal. It enables children to look at eight creation stories and their backgrounds, and to understand how religious beliefs affect the way we use the natural resources of the world. The teachers' book to accompany this has lots of extremely good suggestions for activities

THE STORIES OF VANISHING PEOPLES
John Mercer – Allison and Busby
Thirty five good stories to read aloud or for private reading, which belong to people whose lives are changing or vanishing because of contact with the modern world. Three stories are Inuit stories

TWO-WAY TICKET
Sarah Hobson – McDonald 1982
Out of print but available through teachers' centres and libraries
A book to accompany the video series with a chapter on Marit Elisabeth Eira from Samiland

USEFUL ADDRESSES

CENTRE FOR DEVELOPMENT EDUCATION.
Maenllwyd, Llangynog, Carmarthen, Dyfed SA33 5JA.
Tel: (0267 82) 278.
Contact Mike or Sue Lyle.

NADEC.
National Association of Development Education Centres, 6 Endsleigh Street, London WC1H ODX.
Contact: Tony Williams or Sandy Henderson.
Information about development education work in the UK.

WORLD WILDLIFE FUND.
11-13 Ockford Road, Godalming, Surrey GE7 1QU.
Contact: Education Officer, Liz Chidley.

MUSEUM OF MANKIND.
Burlington Gardens, London.

OXFAM.
274 Banbury Road, Oxford OX2 7DZ.

CHRISTIAN AID.
P.O. Box No 1, London SW9 8BH.

MINORITY RIGHTS GROUP.
29 Craven Road, London WC2N 5NT.

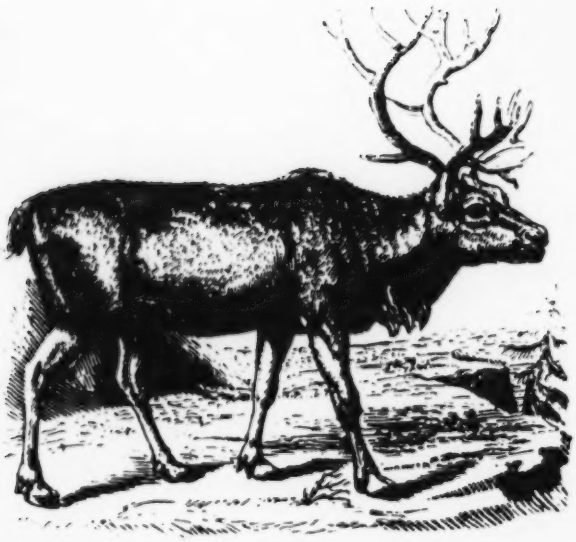
SURVIVAL INTERNATIONAL.
310, Edgware Road, London W2DY.

INDIGENOUS SURVIVAL INTERNATIONAL.
Assembly of Historic Nations, Ottowa, Canada.

GREENPEACE ENVIRONMENTAL TRUST.
36, Graham Street, London N1 8EE.

FRIENDS OF THE EARTH.
377 City Road, London EC1V 1NA.

INTERNATIONAL BROADCASTING TRUST.
2, Ferdinand Place, London NW1 8EE.



Greenlight Publications
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LIFE IN THE BARRENS

BEST COPY AVAILABLE

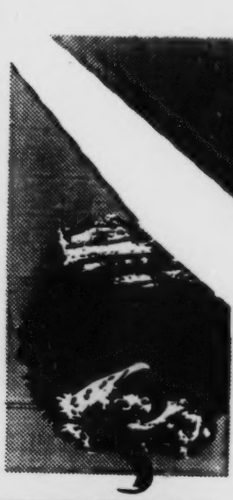
USED RESOURCES

TRADER

GUN	AMMUNITION
TEA	TOBACCO
FLOUR	FAT
FOX FUR	

YEAR 2

SPRING~SUMMER~AUTUMN~WINTER



50

The trader isn't there, your furs are worthless! You cannot eat furs, you have no ammunition. Your bows and arrows, spears and kayaks have been neglected. You have no materials to make new ones.
What are you going to do?

18

This is the end of the first year. You have enough food, warm clothes, shelter and equipment to last until spring.
Discuss Year 1.
Have you enjoyed the year?

37

This is the end of the second year. You have enough food, warm clothes and shelter to last until spring. You no longer need your traditional weapons and kayaks because you now have guns and ammunition from the trader. You also now have fat, flour, tea and tobacco. Discuss Year 2. Has life improved since the trader arrived?

SPRING	WINTER	SPRING

9

All of you eat five meals a day when food is plentiful in summer to store up your fat for the winter.
Use 4 deer tokens.

6

The whole family joins in the search for eggs and birds such as ptarmigan, curlew and ducks, The men set their traps to catch hare.
Collect 1 bird and 1 hare token.

3

The deer will soon pass on their migration. Prepare for the hunt by checking your weapons and kayaks.
Use 1 deer token.

5

It is summer now, the snows have melted, the rivers are running, The days are long and the nights short.
In summer the sun never sets at all. You have 24 hours of daylight.

2

The winter was spent in your snow house. Now it is time to move into your tent made of deer hides.
Use 1 deer token.

12

The autumn hunt is very important as it is the last before winter, The women render down the fat from the deer over a fire made from willow twigs.
Use 1 willow twig token.
Collect 4 deer tokens.

22

Someone has come to where your group live.
He is a white man, which none of you has ever seen before.
He has a proposal to make. Listen to what he has to say and discuss his proposal among you.

11

Now autumn has come, the land is frozen and covered with snow and the sun just peeps over the horizon.
The days are very short.

8

The grazing is good and the deer are fat. The year's most important hunt takes place, The meat, skins and fat are stored for the winter. Meat is also dried for the winter. This is called nipku.
Collect 4 deer tokens.

10

It is late summer now and the ice is beginning to form on the lake and the sun is lower down on the horizon. It begins to get dark quite early. The animals will soon pass for the last time before winter.

7

In summer the men go hunting for wolves to get fur to make mats and to trim the edges of their parkas.
Collect 1 wolf token.
The women collect firewood.
Collect 1 willow twig token.

4

The hunt is a good one and the deer are prepared for eating and the hides are scraped by the women.

SPRING	SUMMER	SUMMER
AUTUMN	SPRING	SUMMER
SUMMER	AUTUMN	SPRING
SPRING	SUMMER	SUMMER

1

YEAR 1
It is early spring and the sun has begun to appear over the horizon.
The animals are changing their winter coats of white for their spring colours.
The birds have come back and the snow is falling.

19

YEAR 2
It is spring and the sun has begun to rise above the horizon, it is time to leave your snow house and put up your tent. Use 1 deer token.

15

The men are kept very busy hunting for arctic hares and ptarmigan and catching fish from the rivers before they freeze over.
Collect 2 fish, 2 hare, and 1 bird token.

17

Now no fires can be lit because the only fuel, willow twigs, makes too much smoke. The nights are long and the cold intense, but you have fun singing, telling stories and playing games.

14

Now winter has arrived and the sun doesn't rise at all so there is very little light.
The animals have all got their winter coats which are white to blend with the snow.

25

When the herds of deer come to the plain you don't need your spears, bows and arrows because you have guns and ammunition.
Collect 4 deer tokens.
Use 1 ammunition token.

13

The skins are prepared for making clothes, boots, buckets and bags. It is important to work hard and finish your jobs before winter, Use 2 deer and 1 wolf token.

24

It is summer now and you have 24 hours of daylight, you are kept very busy hunting for eggs, birds and hare. You also have to spend a lot of time trapping foxes.
Collect 3 fox tokens.

21

As usual all the women and children lie in wait for the deer and drive them to where the men are waiting. Once again the hunt is a good one and there is plenty of food for everyone.
Collect 4 deer tokens.

23

The white man is a trader and he has given your group guns and ammunition to kill the deer. He has also brought tea, tobacco, flour and fat to exchange for furs next year. You have agreed. The trader sets up his trading post and gives you 2 ammunition, 2 guns ; 2 tea, 2 tobacco, 1 fat and 1 flour token.

20

The birds are returning to their nests.
You prepare for the hunt by repairing your kayaks and bows and arrows made from deer bone, sinew and hide.
Use 1 deer token.

16

The temperatures now drop to 30 or even 40 degrees below freezing and you have to abandon your tents and build snow houses.

WINTER	SPRING	SPRING
SUMMER	WINTER	WINTER
SPRING	SUMMER	AUTUMN
WINTER	SPRING	SPRING

38

It is early spring and the sun has begun to rise over the horizon. The trader has arrived and you take your fox furs to him. Give him all your fox furs. In return he will give you 6 ammunition tokens, 3 tea, 3 tobacco, 1 flour and 1 fat tokens. In exchange put the fox fur tokens on the trader's part of the board.

32

The women are now kept very busy scraping and cleaning the fox furs ready for the trader when he comes to collect them in the spring. They also make nipku(dried meat) for the winter.

29

Now autumn has come, the sun just peeps over the horizon and the days are very short.
Everyone is happy. You have a lot of fox fur to give the trader who will supply you with more ammunition for the guns, more tea, tobacco and fat.

31

After the hunt the women don't need to worry so much about making new kayak covers, and the men don't need to make new spears, bows and arrows now that you have guns to kill the deer. You have more leisure time.
Use 1 tea token and
1 tobacco token.

27

It is late summer now and the ice is beginning to form on the lake and the sun is lower down on the horizon. When the herds arrive in October you shoot plenty of deer.
Collect 4 deer tokens.
The women collect firewood.
Collect willow twig token.

34

The temperatures drop very low and you build a new snow house for the winter. You can use the extra fat you got from the trader for light.
Use 1 fat token.

26

You all still need to eat five meals a day in summer to build up your fat for the winter.
Use 4 deer tokens.

28

Women still have the task of making clothes and boots from the skin of the deer.
Use 2 deer tokens.

30

When the herds arrive you shoot plenty of deer.
Collect 4 deer tokens.
Use 1 ammunition token.
The women render down the deer fat ready for the winter.
Use 1 willow twig token.

36

You have shot too many deer and must waste some.
Use 3 deer tokens.
You don't repair your spears, bows and arrows as you no longer have any use for them.

33

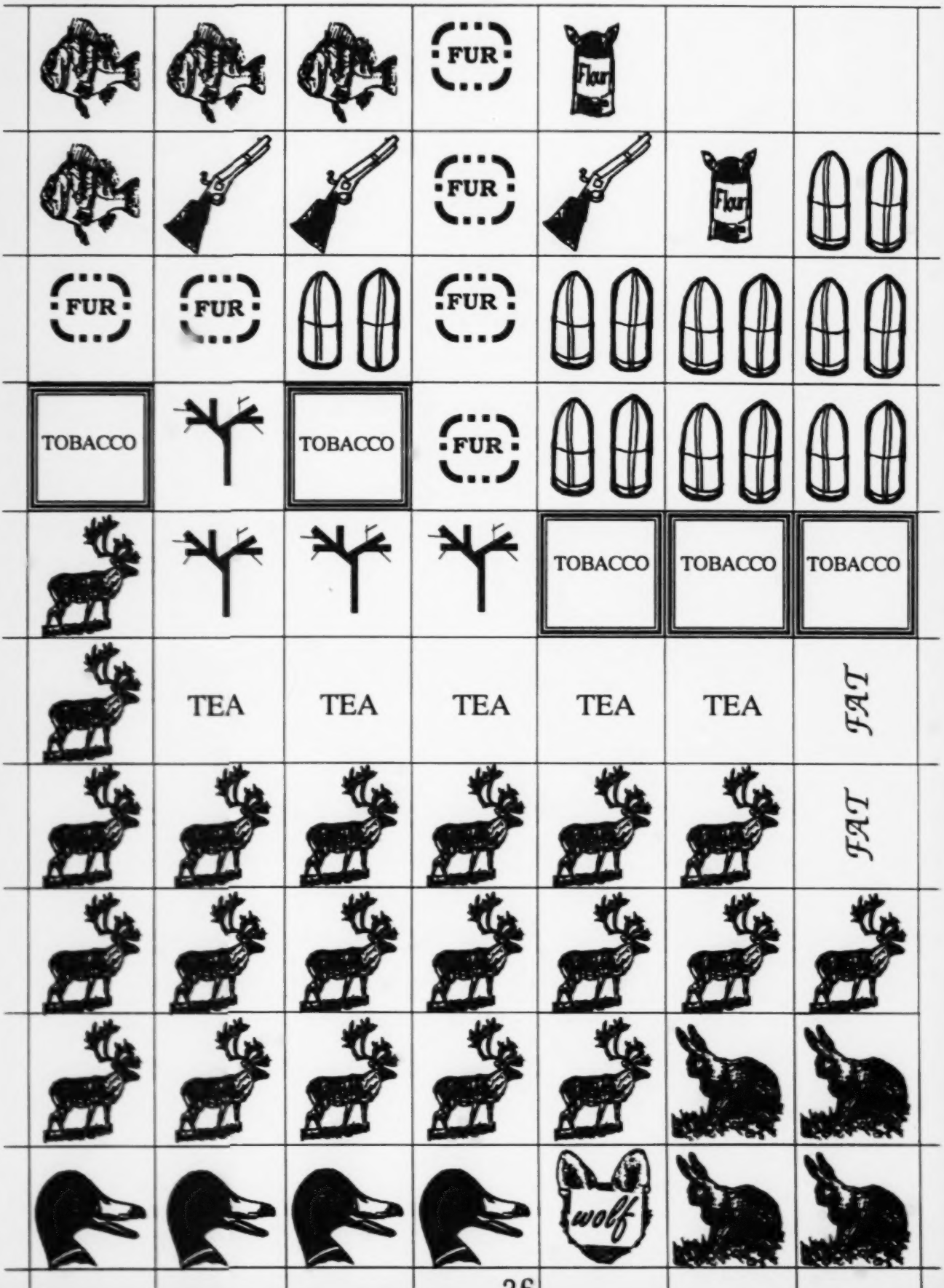
Now winter has arrived and the sun doesn't rise at all. The men are kept busy hunting for ptarmigan, hare and fish.
Collect 1 bird, 1 hare and 1 fish token.

46

The women work harder than ever making clothes, boots and bags from the skin of the deer and wolf.
They also render down the fat of the deer ready for the winter.
Use 1 deer and 1 wolf token.
Use 1 willow twig token.

AUTUMN	AUTUMN	SPRING
WINTER	SUMMER	AUTUMN
AUTUMN	SUMMER	SUMMER
AUTUMN	WINTER	WINTER

CUT OUT THE TOKENS



42

The whole family joins in the hunt for hare, fish and birds as usual in summer.
You eat five meals a day, drink tea and smoke.
Collect 1 bird, 1 fish and 1 hare token.
Collect 1 wolf token to trim your parkas.

39

It is time to leave your snow house and put up your tent.
You all agree that last winter was much more pleasant with the extra fat for heat and light, although the women seem to have a lot of work preparing the fox furs.
Nevertheless it is a good thing the trader came along.
Use 1 deer token.

49

YEAR 4
It is spring and the sun has begun to rise above the horizon; it is time to leave your snow house and put up your tent.
Use 1 deer token.
Take your fox furs to the trader to exchange for the ammunition you will need for the coming year.

35

This year's winter is much easier than ever before.
You have fat to light a fire and flour to thicken the soup.
Everyone enjoys the stories, games and singing even more.
Use 1 flour token.
Use 1 tea token and 1 tobacco token.

48

It is good to be able to heat your stews and thicken them with flour.
Everyone is much happier since the trader arrived.
Use 1 flour and 1 fat token.

45

The autumn herds arrive and you shoot lots of deer.
You will have to be careful though, your ammunition has nearly run out and you won't get any more until spring when the trader comes.
Use 2 ammunition tokens.
Collect 3 deer tokens.

47

The temperatures drop very low and you build your snow house for the winter.
You enjoy your extra leisure time telling stories, drinking tea and smoking.
Use the rest of your tea and tobacco tokens.

44

The women are kept busy in autumn preparing fox furs.
They have less time for making clothes now.
Fortunately no-one has to spend time making or mending weapons and kayaks now you have guns.

41

Your group is becoming very fond of tea and tobacco and you know you will get more if you can trap more foxes.
Collect 3 fox tokens.
Use 1 tea and 1 tobacco token.
Use 1 ammunition token.

43

It is late summer now and the ice is beginning to form on the lake and the sun is lower down on the horizon.
When the herds arrive you shoot plenty of deer.
Collect 4 deer tokens.
Use 1 ammunition token.

40

As usual the women and children lie in wait for the deer and drive them to where the hunters are waiting with their guns. You have a good hunt and kill far more deer than you need which just go to waste. There is plenty of food for everyone.
Collect 4 deer tokens.
Use 2 ammunition tokens.
Waste three deer tokens.

SPRING	SPRING	SUMMER
AUTUMN	WINTER	WINTER
SUMMER	AUTUMN	WINTER
	SUMMER	SUMMER

TRADER'S ROLE CARD

You are a trader who works for a trading company called the **HUDSON BAY COMPANY.**
Your company makes money by selling fox furs to wealthy people.
You have heard about tribes of Inuit people who live in the Arctic: you know that they are excellent hunters.

While the other children are playing the game you must prepare what you are going to say to them when **you** arrive where they live.
When it gets to the part of the game when the trader arrives they will call you and expect you to come with a proposition to make.
Your task is to persuade them to hunt fox furs for you and bring them to the trading station every spring.
You have **TOKENS** to represent the things you can give the people in exchange for the furs.

Here is some information to help you plan what you are going to say.
These people live a very hard life and the one thing they are afraid of is that they will run out of fat. Their diet is very short of fat and without it they can't stay healthy.
You have therefore brought them a supply of fat.
You have also brought guns and ammunition which you know they have never seen before.

At the moment they hunt with bows and arrows and spears. You know that when they see your weapons they will realise how much easier it will be to hunt the deer. They will also be able to trap foxes more easily because they will have much more time if they have guns. They won't have to spend time making their own weapons any more. and with extra fat they will be able to light fires in the winter.

You have three other things to tempt them : tea, flour and tobacco.

Tell them about these things and say you will give them these things too if they will trap foxes for you and bring the furs to the trading station. Flour is used to thicken soups and stews making them much more tasty.
Strike up a deal, if they will bring you fox furs you will give them guns, ammunition, fat, flour, tea and tobacco now, and you will give them more next spring when they bring their furs to the trading station.

BANKER'S ROLE CARD

You play the role of the **banker** in the game.

The game is played by people picking up the numbered cards and taking it in turns to read them.

You **DO NOT** read the **BLUE** cards.
You read the **YELLOW** cards.

The cards give instructions for collecting **RESOURCES** from the environment.
All resources are given to you.

The resources are represented by **TOKENS** of the caribou, hare, fish, birds and willow twigs.
The cards also give instructions for resources to be **USED.**
You are responsible for putting the resources into the **USED RESOURCES** section of the board.

At the **END OF EACH SEASON** you must place **TWO FOOD TOKENS** in the **USED RESOURCES** section of the board. These **TOKENS** represent the food the group have eaten that season.

DON'T only use caribou tokens; you can use the other food tokens as well: the hare, bird and fish tokens.

At the **END** of each year of the game **REPLACE** the **FOOD** tokens and **WILLOW TWIG** tokens in the environment to show that they are **RENEWABLE RESOURCES.**

Anything which doesn't come out of the environment of the Arctic must stay in the used resources section of the board as they are **NON-RENEWABLE** resources.

LIFE IN THE BARRENS.

A simulation game for 6-12 people.

INSTRUCTIONS FOR GAME ORGANISER.

1
Lay the board and the **INSTRUCTION CARDS** face up in numerical order at the side of the board.

2
Place the caribou, hare, wolf, fish, bird, fox and willow twig tokens on the board in the appropriate place.

3
One child should take on the role of the **BANKER**., Give him/her a bankers's role card.

4
A child or the teacher should prepare to take on the role of the TRADER. Give out the trader's role card. If the trader is a child he/she should observe the game from a distance until they are needed. The trader should be given the gun, ammunition, tea, tobacco, fat and flour tokens until the trader takes part in the game.

5
READ OUT THE FOLLOWING;
You are going to follow the life of a group of **IHALMIUT** people who live in the Northern Barrens in Canada. We have found out a bit about these people already. We have read their creation story; we've found out their explanation for how they got day and night and we have found out what sort of lives they lead. During the game you will go through three years in the life of the people. The game starts in 1910. It is the true story of the Ihalmiut people and everything that happens in the game really did happen in real life.

6
Give the **BANKER 6 CARIBOU CARDS** and read the following:
These cards represent the deer you hunted last year. You will need them to get all the things you need for this year.
To play the game you take it in turns to pick up and read the numbered Instructions cards.

When you are told to pick up resources you should give them to the **BANKER**. The banker is responsible for placing resources on the board when the cards tell you to use them. The **BANKER** reads the **YELLOW** cards, he/she doesn't read the **BLUE** cards.

7
To survive in the Northern Barrens of Canada the Ihalmiut are completely dependent on TUKTU - the deer. As you play the game you will see this is true.

8
After you have read each card turn it over, on the back is printed what season it is:**SPRING, SUMMER, AUTUMN** or **WINTER**.

Place the card on the appropriate place on the board. When the season changes the **BANKER** must put 2 **FOOD TOKENS** in the used resources section to represent the food you have consumed during that season. Don't always use the caribou cards, use your bird, fish and hare cards as well.

9
START THE GAME BY THE FIRST PERSON READING CARD1.
N.B. At the end of the first year they should put back into the environment all the resources they have used to show that all these resources are renewable. At the end of the second year they can't put back the resources they got from the trader as these are non-renewable. These must stay in the used resources section. The children will probably ask what the trading section on the board is for, tell them all will be revealed as the game is played.

Debriefing after the game

Card 50 is the last card of the game and is read by the banker. The children discover that the trader has not returned and they are faced with deciding what to do. This can be quite a depressing experience for the children. Their first reaction is usually great anger at the trader. This is usually followed by by shock and depression about what has happened to them, and then in the final stage they start planning for the future.

They realise that they still have a number of deer tokens left and decide to start making their weapons again and repairing their kayaks. Give the children plenty of time to go through these stages and ask them to brainstorm on how they feel about what has happened to them. Usually they are very cross with themselves for letting the trader deceive them.

The children will want to know what happened to the people.

The game is based on a true story, though clearly simplified. The game follows the years from 1911-1914; the outbreak of the first world war meant that the bottom dropped out of the fur market and so the trader had no use for the furs. The effect on the Ihalmiut people was severe, many of them died of starvation. After the war was over the traders returned and the Ihalmiut people traded furs for guns, ammunition tobacco and tea. All went well until 1929 when Wall Street crashed and the fur trade was again a casualty. This hit the Ihalmiut people badly and their numbers dwindled further. In the 1930's Europe and USA began to recover from the depression and trading once again began. The final blow was the second world war and this time the Ihalmiut were devastated. Only a handful of people survived and today there are no Ihalmiut people left in the world.

One of the key aims of the game is to get the children to think about development.

Who is it for?

Who benefits?

Who loses?

What are the motives of the people behind development?

Is it possible for people like the Ihalmiut to remain isolated from the rest of the world?

Is it desirable?

How can such traditional societies accommodate the new realities without destroying their cultures?

If the children in the class have studied other indigenous groups or have followed our teaching pack, **A RAINFOREST CHILD**, they will probably draw parallels between the experiences of the Ihalmiut and that of rainforest people. Many of the Ihalmiut died because they had no resistance to our diseases: colds, 'flu, measles and other illnesses decimated Inuit people all over the Arctic. A similar catastrophe is overtaking rainforest people today: as they come into contact with white people they are becoming ill and many are dying.

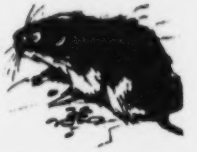
Another aim of the game is to stimulate the children to think about making choices.

What other choices could the Ihalmiut have made?

What about the trader and the company he worked for, the Hudson's Bay Company?

What sort of value system were their choices based on?

The Ihalmiut and other aboriginal peoples built up life styles which were based on borrowing and not taking, of co-operation, not contest. The white people of the world have gone out from Europe and systematically destroyed such peoples as the Inuit, the native Americans, the original Australians and the Maoris(and all in the name of progress and civilisation). Having colonised most of the world the Europeans have taken the natural resources of the developing world and the labour of its people to produce wealth and power for twenty per cent of the world's people who live in the North.



Now we are beginning to see that the very force which produced the astonishing middle-class affluence of the North - that of unrestrained economic growth - can bring down upon us a new dark age of privation. Our industrial society sees life as a competitive struggle for existence between species, nations, belief systems and people has its grip on the planet, There can be no justice under this world view, because it depends on depletion and imbalance, while justice depends on renewal and equilibrium. What sort of value system would ensure that people like the Ihalmiut would survive? Our society refuses to value anything in life but getting and spending, money and power. Our value to the system is as consumers and producers. What changes are necessary to ensure the survival of the planet for our grandchildren? I hope that children playing this game can start to visualise a future with different values, and recognise that we can all make choices and play an active part in developing a new value system for the future.

AN ARCTIC CHILD
Photocopy masters

MAP WORK

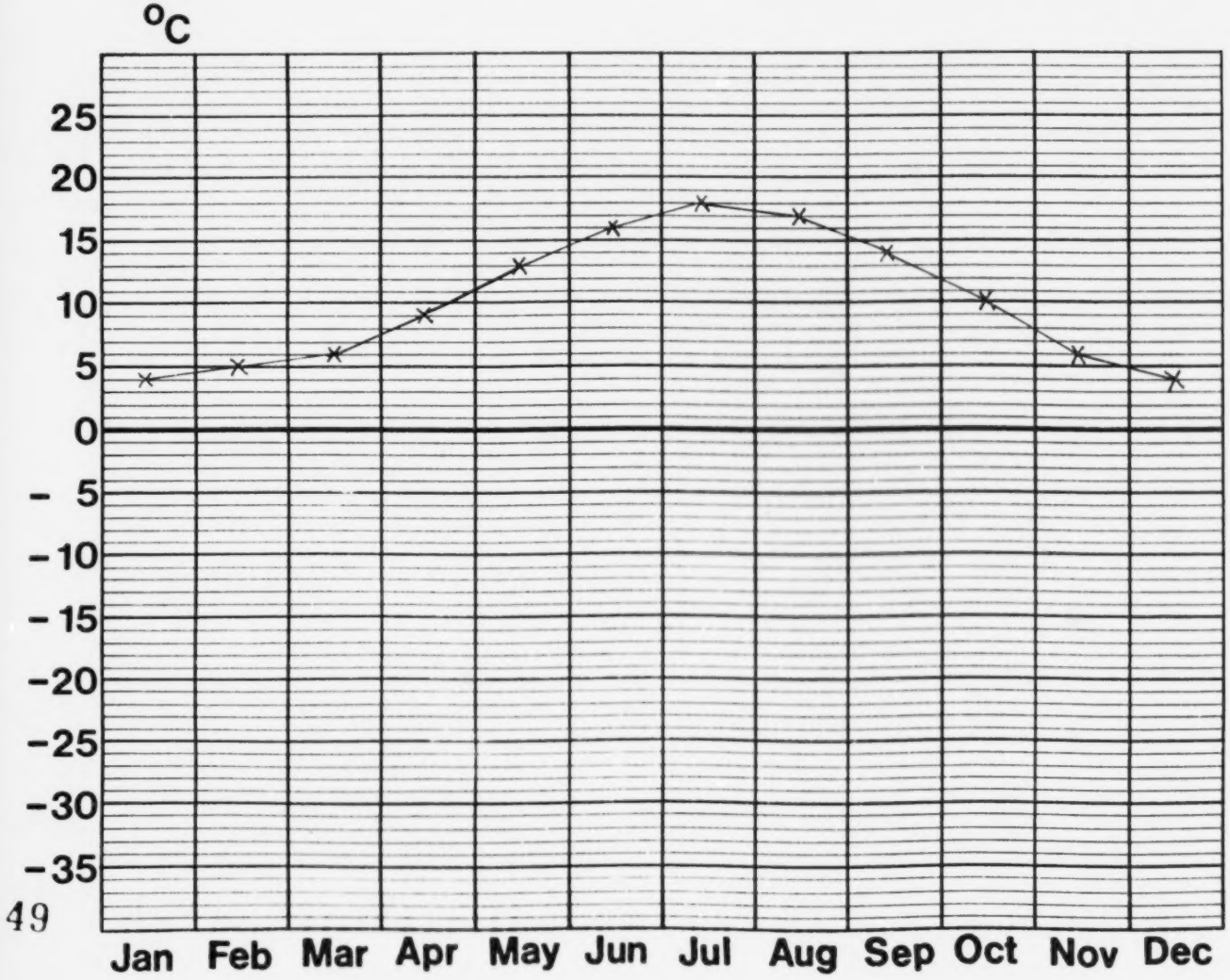
Eckert Map.

ACTIVITY 1
Photocopy master 1

ACTIVITY 2. Photocopy Master 2. An Arctic-centred Map.

ACTIVITY 3. Photocopy Master 3. Temperature Chart.

Britain



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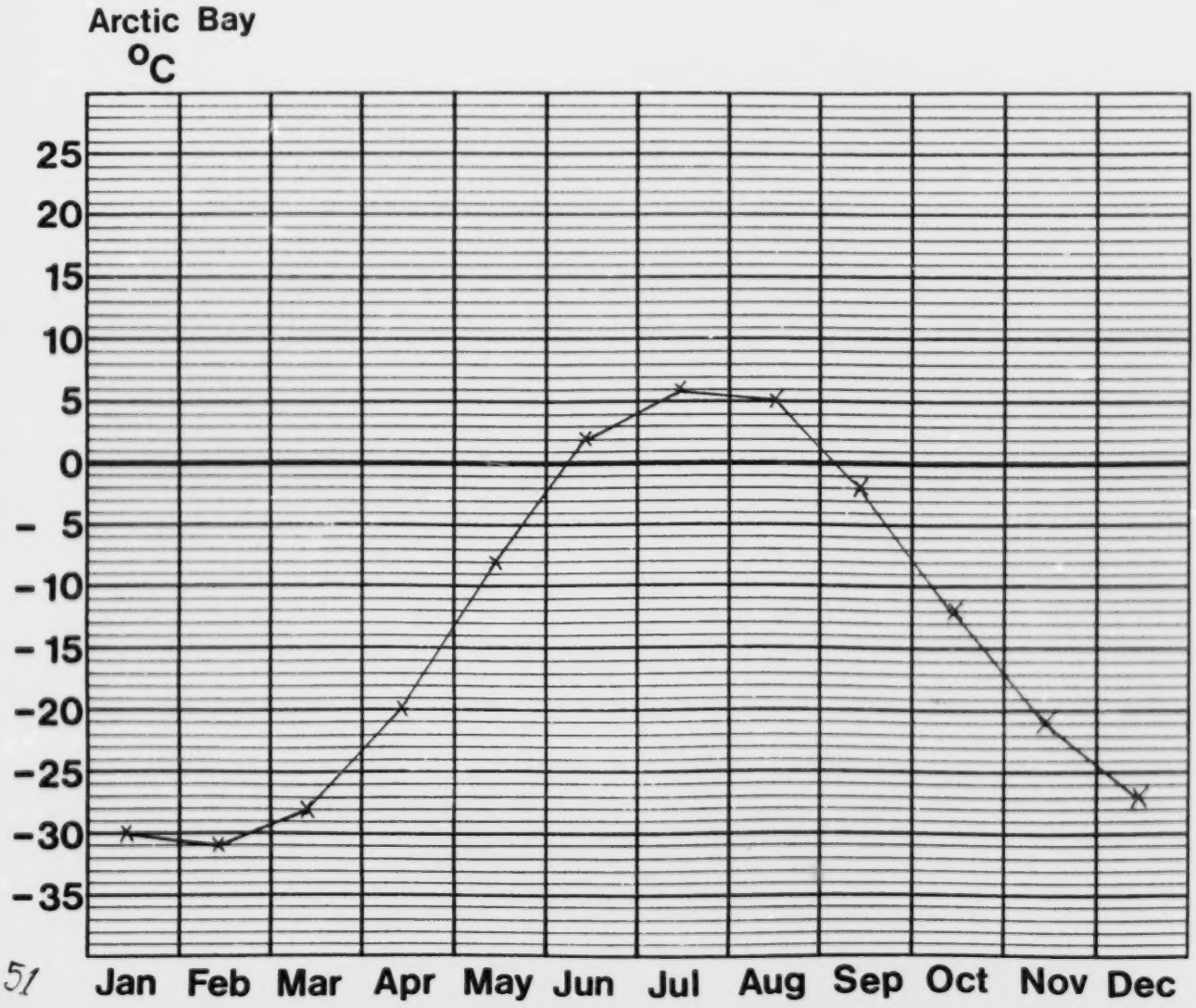
ACTIVITY 3. Photocopy Master 3. Temperature Chart.



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ACTIVITY 4. Photocopy master 4b SEASONS PICTURES

ACTIVITY 4.
Photocopy master 4a.

ARCTIC SEASONS

When we think of seasons we think of Spring, Summer, Autumn and Winter. In the Arctic things are a bit different. Look at the temperature chart and compare Britain and the Arctic. How many seasons do you think there are in the Arctic?

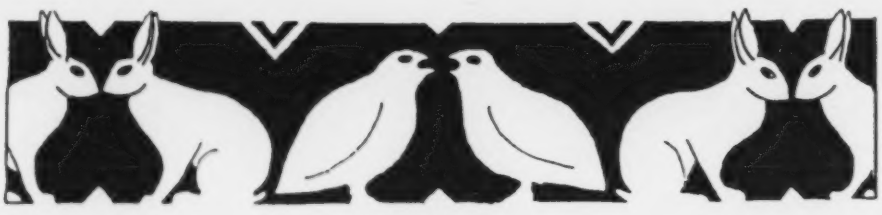
Do you think it looks like two? Does it look as if they have a very long winter and a short summer?

Did you know that people in the Arctic can distinguish six different seasons? To us it would seem like winter all the year round: look at the temperatures again, it's very cold!

To help you understand how the Arctic peoples can distinguish six different seasons you will need to cut out the SEASONS BOXES below and match them to the SEASONS PICTURES which you will be given.

When you have done that, put the pictures with their descriptions into the right order starting with early spring.

In spring the animals and birds return from their winter migration and the first plants push through the earth as the snow and ice melt. The sun has risen higher in the sky and the weather begins to get warmer.	When the sun rises high in the sky, summer has arrived and it never gets dark. The ice has melted, the plants and flowers are out.
The land is frozen and covered with snow in early winter. The sun just peeps over the horizon which means that the days are very short.	The sun doesn't rise at all, and so there is no light. The animals which live in the Arctic all year round get their winter coats, which are white to blend with the snow.
The first sign that winter is over is the sun peeping over the horizon. The snow begins to fall on the frozen land: a sign that early spring has arrived.	In autumn the animals which migrate begin to move south for the winter. The sun is lower down on the horizon, the first snows begin to fall and ice begins to form on the lake.



ACTIVITY 5.
Photocopy master 5a.

LIFE IN THE TUNDRA

All life on earth depends on the sun: without the sun nothing can grow and nothing can live. Green plants capture the sunlight and use it to make food in their leaves. Insects, birds and animals eat the green plants to get energy for themselves to live. Other animals eat the plant-eating animals to get their energy.

1 What is a plant-eating animal called?
2 What is a meat-eating animal called?
3 What do we call human beings who don't eat meat?

The plants and animals which live together in different parts of the world form different ecosystems. Here is a diagram showing the ecosystem of a broadleaved woodland found in Britain. Look carefully at the diagram, see how the sun provides energy for the green plants.

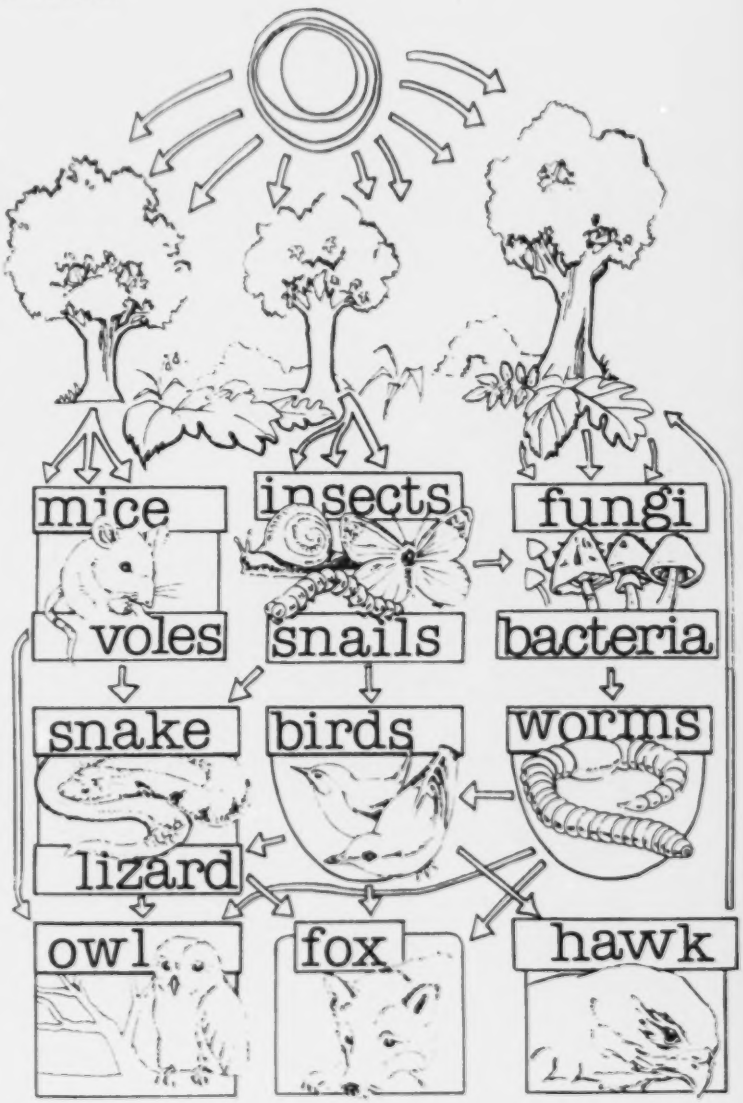
The way that the plants use the sun's energy to make food in their leaves is called PHOTOSYNTHESIS.

Look at the different food chains which can be found in a broadleaved woodland. Can you find some plant-eating animals and some meat-eating animals in the food chain?

4 Write down the name of one plant-eating and one meat-eating animal.

The richest ecosystems in the world are found in the tropical rainforests where more than half of all the creatures known to people live. Each species of animal found in a rainforest has very few individuals and if even a very small part of a rainforest is destroyed several creatures will become EXTINCT.

5 Try and find out the names of some animals which are threatened with extinction because the habitat where they live is threatened.



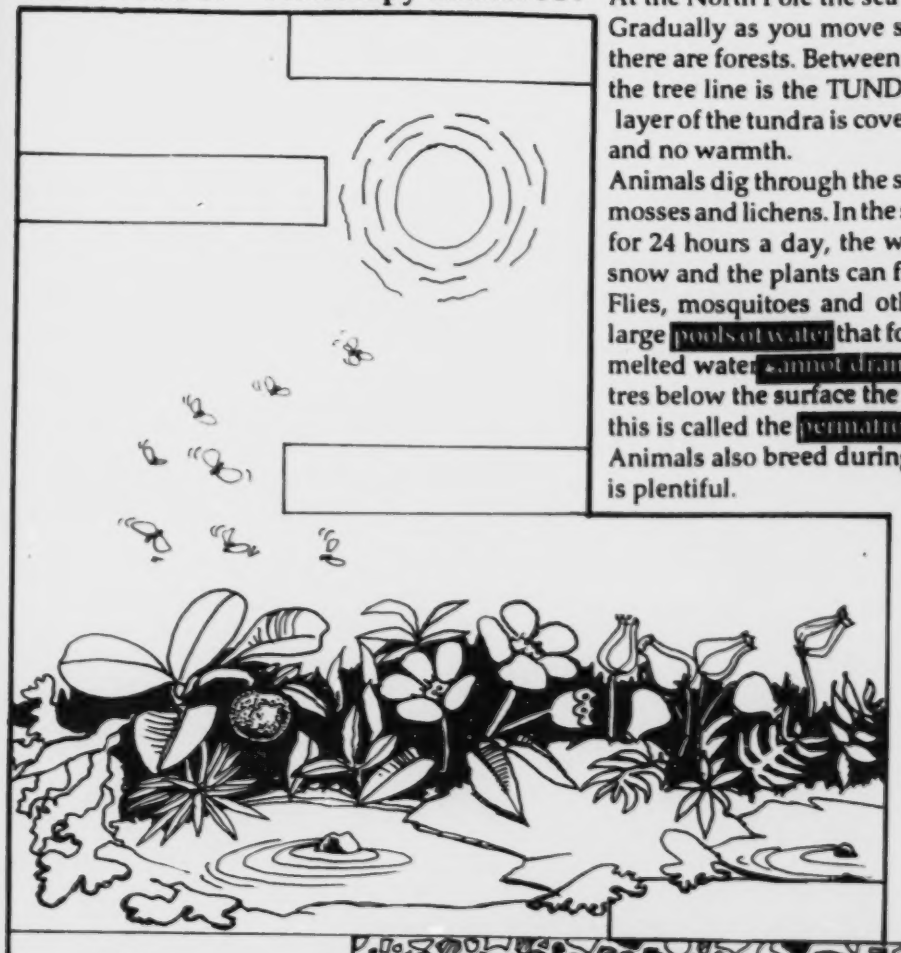
WHAT ABOUT THE ARCTIC?

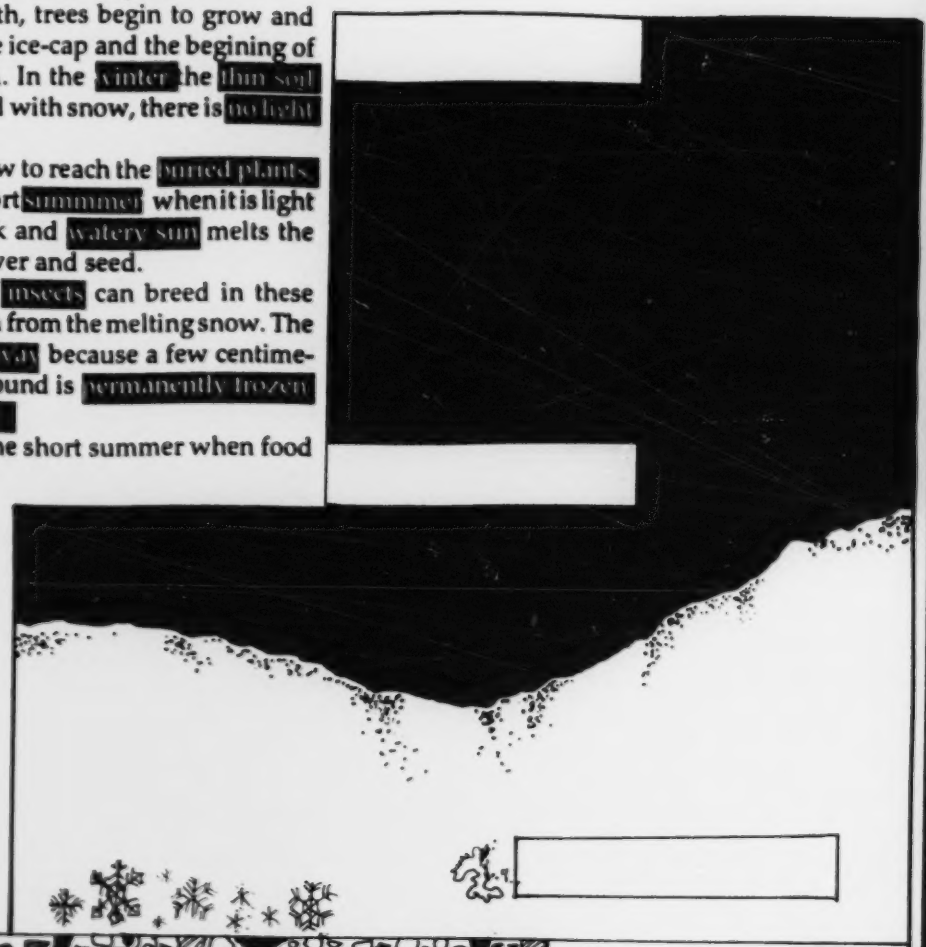
We are going to find out what animals can live in the Arctic. To help you first of all we are going to find out what plants can grow on the Arctic lands. This land is called the TUNDRA. You will be given two pictures of the Arctic, one in summer and one in winter which will help you find out what can live there. Remember, without sunlight and green plants there can be no life. Let's find out what the lands of the TUNDRA can grow. Read the passage and transfer the words in boxes in the passage into the boxes on the diagram.

ACTIVITY 5. Photocopy master 5b.

LIFE IN THE TUNDRA

At the North Pole the sea is permanently frozen.
Gradually as you move south, trees begin to grow and there are forests. Between the ice-cap and the begining of the tree line is the TUNDRA. In the winter the thin soil layer of the tundra is covered with snow, there is no light and no warmth.
Animals dig through the snow to reach the buried plants, mosses and lichens. In the short summmer when it is light for 24 hours a day, the weak and watery sun melts the snow and the plants can flower and seed.
Flies, mosquitoes and other insects can breed in these large pools of water that form from the melting snow. The melted water cannot drain away because a few centimetres below the surface the ground is permanently frozen this is called the permafrost.
Animals also breed during the short summer when food is plentiful.





ACTIVITY 6
Photocopy master 6a.

THE ECOSYSTEM OF THE ARCTIC

The last activity showed us how difficult it is for plants to grow in the Arctic. There is only sun for three months of the year and temperatures are very low so it is cold all year round; there is no rain and the soil a few inches below the surface of the tundra is permanently frozen.

Look at the ECOSYSTEM OF THE TUNDRA sheet which will help us find out what animals can live on the Tundra. Remember that all life starts with green plants and that they need sunlight to make food. On the sheet it shows several different plants which can grow on the tundra. The most common of these are the lichens. They are the main food of several animals including the caribou. The caribou is a plant-eating animal. Have a look and see what meat-eating animal eats the caribou.

The Arctic is a very difficult and hard place to live, but did you know that it does grow tiny trees? Do you know how to find out how old a tree is? Well, if you count the rings inside the trunk of a tree each ring represents one year in the tree's life. So a tree with six rings would be six years old whilst one with a hundred rings would be a hundred years old. Now the only trees which grow in the Arctic are very tiny kinds of willow and birch. If you saw them you could be forgiven for thinking they weren't really trees because they are so small. If you examined the trunk of one of these trees under a microscope you could count 200 rings: 200 years of growth and yet the trunk would be no thicker than your thumb. Think of it, 200 years growth and no thicker than your thumb and no taller than the other plants. These ancient willows and birch are so small that if you went for a walk on the tundra you'd hardly believe that you were wandering about on top of a forest!

The ecosystem of the Arctic has very few species of plants or animals but each species has many individuals. For example, large herds of caribou or vast swarms of mosquitoes. Each species needs large numbers because it is very hard to survive in the Arctic and things can often go wrong. For example, in the autumn of 1973 an October rainstorm created a layer of ground ice that, later, muskoxen could not break through to feed. Nearly three quarters of the musk ox population in the Canadian Arctic died that winter.

If there is a sleet storm in June or a sudden August freeze then a whole generation of young birds die, or 10,000 seals or hundreds of caribou calves. The Arctic is a very hard climate to survive in, it's not suprising that so few species live there!

Of 3,200 species of mammals in the world only about 23 can live in the Arctic.

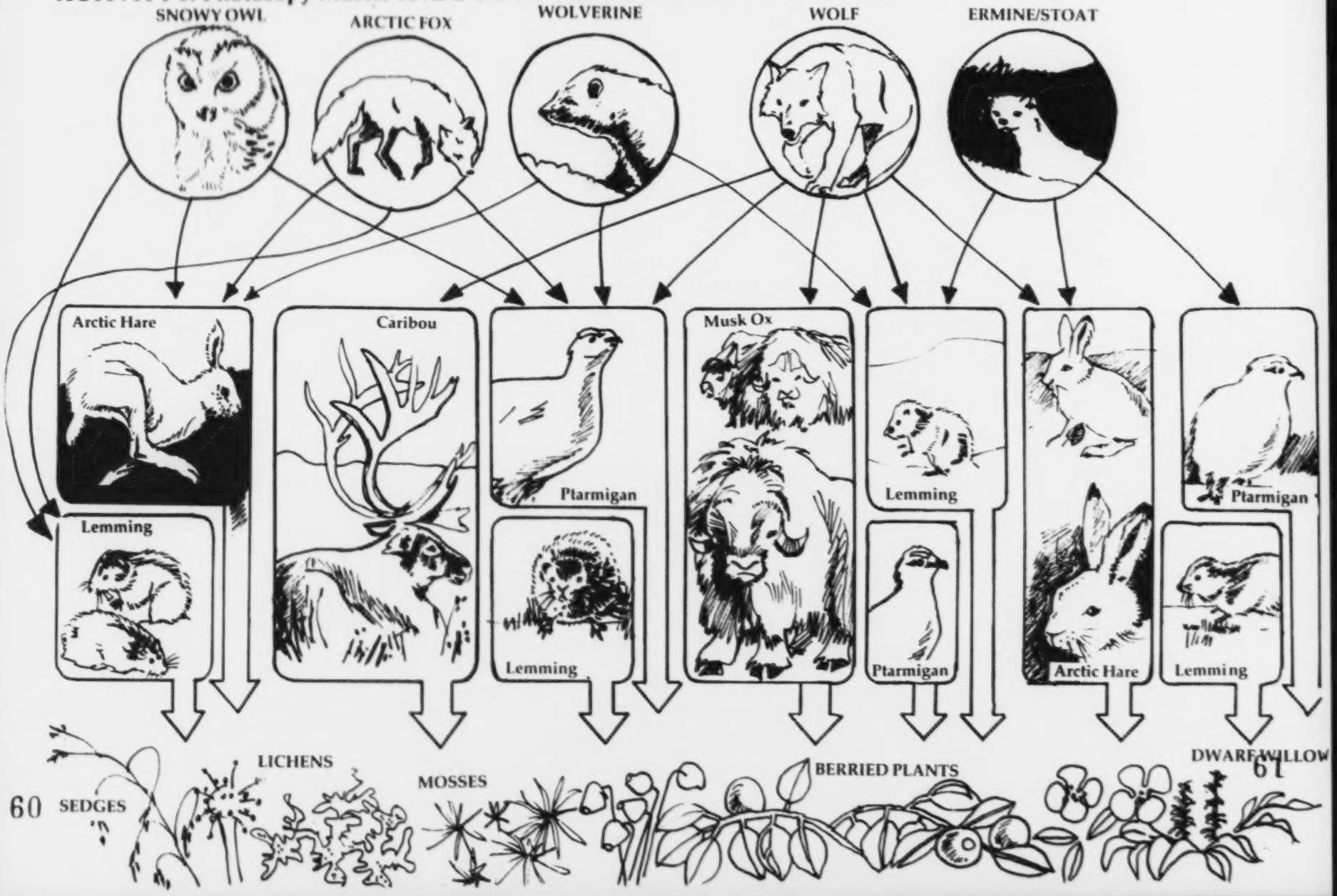
Of 8,600 bird species only 6 or 7 stay in the Arctic in the winter and only about 70 species migrate north in the summer to breed.

Of the millions of insects in the world only 600 species are found in the Arctic.

Of perhaps 30,000 species of fish less than 50 species can live in the Arctic.

ACTIVITY: Choose one of the animals from the ECOSYSTEM OF THE TUNDRA sheet and find out as much as you can about it. See what you can find out about the survival skills of these very special Arctic animals. If everyone choses a different animal you could build up a book about Arctic animals for the class library.

ACTIVITY 6. Photocopy Master 6b. ECOSYSTEM OF THE TUNDRA.



ACTIVITY 7.
Photocopy master 7.

WHAT HAVE WE LEARNT SO FAR?

See if you can answer the following questions:

1 Which continents have land in the Arctic?
2 What countries of the world have part of their land in the Arctic?
3 What is the name given to the land between the ice cap and the tree line in the Arctic?
4 What is the frozen land under the surface of the Arctic called?
5 Can you name some of the plants which grow in the Arctic?
6 Can you name a herbivore which lives in the Arctic?
7 Can you name a carnivore which lives in the Arctic?
8 How do some of the animals camouflage themselves in the coldest months?
9 Describe a food chain found in the Arctic.
10 Explain why the Arctic is sometimes described as the 'land of the midnight sun'.

You have a set of sentences below; one of each pair is correct.
Write out the correct sentences in an order which you think makes good sense to someone finding out about the Arctic for the first time.

Polar bears live in the Arctic.

Penguins live in the Arctic.

The North Pole is permanently frozen land.

The North Pole is permanently frozen sea.

There are very few species in the Arctic, but each species has many individuals.

There are many species in the Arctic, but each species has few individuals.

It is so cold that nothing can grow in the Arctic.

Some plants and trees can grow in the Arctic.

The Arctic is South of the Equator.

The Arctic is North of the Equator.

The shortest distance between Moscow and Washington is across the North Pole.

The shortest distance between Moscow and Washington is across the Atlantic Ocean.

It is too cold for people to live in the Arctic regions of the world.

There are many groups of people who live in the Arctic regions of the world.

ACTIVITY 8.
Photocopy master 8.

HOW WE GOT NIGHT AND DAY

This was the beginning of the battle. In those days all animals spoke the same language and when they fought, they fought with words alone. The wolf was clever, but the wolverine was more clever and beat the wolf who fled back into the cave.

When the wolverine saw the sun he was filled with rage, a rage so great that even the sun was afraid and agreed to go back into hiding for part of every day: that's how we have the change from night to day.

The wolf was happy and said, "Let's free the sun, for then there will be light and I will be able to see to hunt".

Later when the wolverine was away hunting the wolf freed the sun and let him rise up into the black sky and all the darkness vanished.

With the coming of the sun, the seasons came, and now, in the summer, when the hunting is not hard, the wolf grows strong and so the days are longer.

In those times the wolverine and the wolf lived together in a cave sunk deep into the rocks. Once when the wolverine and the wolf were digging at the back of the cave they uncovered the face of the sun.

The wolverine didn't want the wolf to become a great hunter and would not agree with him and kicked the earth back over the gleaming sun.

When Kaila, the God in grey skies, saw the sun had been freed without his knowledge, he was furious. He sent rain, snow, ice and blizzards which live in the long winter nights to remind us he is the God of all weather.

But in the winter, when the hunting of the deer is hard, the wolverine is stronger and the sun must hide, so that the days then are short.

This is the story of how we got the change from night to day. It began with a quarrel between the wolverine and the wolf. Now the wolverine is a cunning animal and because of this he learnt to hunt in the dark. The wolf could never learn and kept knocking into rocks while the deer he chased laughed and fled away.

ACTIVITY 10.
Photocopy master 10a.

OHOTO

You are one of the men in your group, your name is Ohoto. Your job is to work together with the other men, women and children and to hunt Tuktu, the deer.

You are a very skilled man, you have learned since childhood how to do all the things necessary for the Ihalmiut people to survive in the Northern Barrens.

One of the most important jobs and one you like best is building the frames of the kayaks. They are made from the tiny willow twigs which you lace together with strips of hide from Tuktu. A kayak made like this is very flexible and strong and can take years to make. When you have made the frame the women help cover it with hides from the deer. Then you grind coloured stones and mix them with the fat of the deer and paint a design in brilliant colours on the deck. The kayak looks beautiful and you feel very proud when the job is finished.

It is September now and you prepare your kayak for the autumn hunt. You put your kayak at the edge of the water waiting for the deer to come swimming down the river. Your spear, which you made during the long winter evenings in the snow house, is ready, the point razor-sharp to kill the deer quickly. Now, the deer are in the river, you leap into the swift current of the water amongst them. You steady the kayak with the paddle in your left hand and with your right you grip the spear waiting for the biggest buck to plunge into the river. After the kill the women come to the river's edge and with their knives butcher the deer and take the meat back to camp.

Soon after the autumn hunt winter sets in and you have to work with the other men to build a snowhouse. It is a skilled task but by working together you quickly cut the blocks of snow and place them on top of each other in a spiralling circle and the house is ready in less than an hour.

Your skills as a hunter include trapping foxes and hares, killing ptarmigan and catching fish. When you're not hunting the thing you love best is to sit in the snow house during the long dark winters and tell the children stories of your people, the Ihalmiut, who have lived in the barrens for thousands of years. There are always lots of visitors and sometimes you play the great hoop drum while your wife, Kakumee sings. She is a very good throat singer.

The most precious thing in your life are your children. You love to sit and make toys for them, like a spinning top made from the sinews and bone of the deer. You never tell your children off or get angry with them because you think they should enjoy their childhood while they can.

ACTIVITY 10.
Photocopy master 10b.

HOWMIK

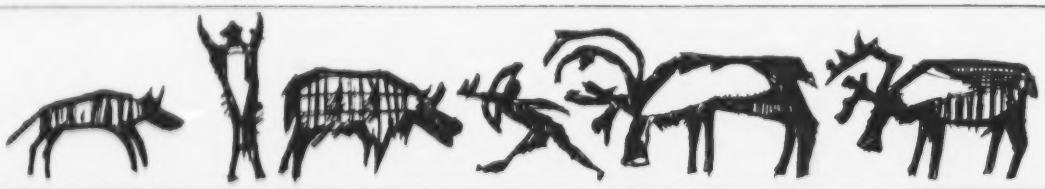
You are one of the girl children in the group, your name is Howmik. Although you are only six you have already learnt to do many of the things women in your group do. In the long summer days you stay awake all night keeping the fire going under the cooking pot and you can make soups and stews. You help collect wood for the fire and get water from the lakes.

When it is time for the migration of the the deer you go with your mother and the other women and children to help. The men wait by the edge of the water by the river for the deer to come. The women and children go to the place where the deer always cross and help build stone pillars and put headpieces of moss on them to make them look like hunters to the deer. You hide behind them and when the deer come you all jump out shouting and chasing them between the stone pillars to where the men are waiting. After the kill you help bring the meat and bones back to the camp.

When your mother goes hunting for small animals you go with her. You enjoy collecting eggs when you're out to take back for the family to eat.

Life is fun for children in the Barrens, if you are sleepy you sleep, if you are hungry you eat; there are no rules and no-one ever hits children. If you just feel like playing all day you can and you have some lovely toys your parents have made for you. Your favourite is a spinning top made from the sinew and bone of Tuktu, the deer.

The best time of the year for you is the summer when the days are long and there is lots of food and lots of visitors. You love the evenings when everyone sits round and listens to stories and sings songs. You love the stories of your people and even though you've heard them over and over again you never get tired of them. The best stories are those your mother tells when she makes 'string' figures to make the characters come alive. She can make people, foxes, wolves and Tuktu, the deer. You are a very happy child and feel very proud of your life and the Ihalmiut people.



ACTIVITY 10.
Photocopy master 10c.

OOTEK

You are one of the boy children in the group, your name is Ootek. You are ten years old and looking forward to going with your father on your first hunt. You are very happy living in the Barrens because children are very special to your people, the Ihalmiut, and you have never been told off or punished in your life. No-one in your group ever smacks children.

You love to play and your father has made you a tiny bow exactly like his for you to hunt with. In the evenings you love to listen to the stories told by your parents and learn the songs of your people. The best thing is when your mother makes all the characters in the story come alive by making 'string figures' such as the wolf, a fox or a squirrel.

You don't go to school, you will learn everything you need to know by watching your father and the other men. By imitating them you learn how to do them yourself. You will soon have learnt how to do all the things you need to be able to do when you are a man.

Although you are only a child you are very important to the survival of your group. At hunting time you go with your mother and the other women and children to the place where the deer cross on their migrations. You help build stone pillars and put headpieces of moss on them to make them look like hunters to the deer. You hide behind them and when the deer come you all jump out shouting and chase them between the stone pillars to where the men are waiting. After the kill you help your mother and the other women and children bring the meat and bones back to the camp.

In the summer you like to go with your grandmother to collect willow twigs for the fire and you take your small sling to chase the birds and sometimes you get one. You always collect lots of eggs to take back for the family to eat. You also help your mother when she goes hunting for small animals.

Your favourite game is playing with the puppies, you have a favourite dog and you hope that he will lead the team of dogs which will pull your sledge when you are both grown up.

ACTIVITY 10.
Photocopy master 10d.

KAKUMEE

You are one of the women in the group, your name is Kakumee. Your job is to work together with the other women, men and children to do all the things necessary for your people to survive in the Barrens in Northern Canada. The most important thing to your people is Tuktu, the deer. Without the deer you would all die. When the deer migrate you must make sure enough are killed for you to survive the winter.

One of your jobs is to make sure that the skins on the men's kayaks (open canoes) are not torn so that they are safe for the men to use in the river. It is September now and the kayaks are ready for the autumn hunt. The men wait with their kayaks at the edge of the water for the deer to come. You go with the other women and children to a place where the deer always go past. First you build stone pillars with headpieces of moss to make them look like hunters to the deer; you all jump out shouting and drive the deer between the stone pillars to where the men are waiting. After the kill you help pull the dead deer out of the water and with your knife butcher the deer and carry it back to the camp.

Once you are back at the camp you light fires with willow twigs to render down the fat of the deer. This means you melt the fat over a fire. Then you cut the meat into very thin strips and leave them to dry. This preserves the meat for the winter. Dried meat like this is called nipku.

Another job you have is making buckets, bags, belts and shoes from the deer. While you are doing all your jobs your baby lives in the hood of your parka. It's lovely and cosy in there so she doesn't need clothes. For nappies you collect sphagnum moss which is very absorbent.

In the spring when the men hunt with sledges they need well trained dogs to pull them. It is the women's job to look after the puppies and train them. Puppies, like children, are given complete freedom to play before they have to take the responsibilities of being grown up. In the spring you and the other women and children are also kept very busy hunting for small animals and birds.

You are very hard-working and proud of your skills which are essential to the survival of your people. You also love to have fun and the time you like best is the long summer evenings when everyone sits round the fire playing games, singing songs and telling stories. Your children love it when you make 'string figures' and tell stories using the string to create characters like the fox, the wolf and the squirrel. There are lots of visitors and you always have food ready when anyone comes. Sometimes someone will play the great hoop-drum and sing songs.

Your life is a hard one but a happy one. Your people have lived in the Barrens for many thousands of years and you make sure your children understand their history by telling them the stories of their ancestors.

ACTIVITY 12.
Photocopy master 12a.

AN ARCTIC STORY.

1. It is 1873, your name is Otto, you are an Inuit and you live in the Arctic. You cannot farm where you live because it is so cold. Your people eat mainly whale meat, walrus, seal and polar bears which you hunt. You and your ancestors have lived like this for over 5,000 years.

2. Everyone depends upon the mammals which you hunt for everything. They are migratory creatures and every year they travel over huge distances with the seasons and you must follow them. This means you live a Nomadic way of life, you are a Nomad.

3. You know the land where you live very well, hundreds of square miles of it; and you know the ways of all the mammals which live in the sea. You can find your way through vast areas of tundra and sea-ice with few landmarks and no equipment, not even a compass.

4. All you need to survive are your weapons, kayaks and a tent; some simple bedding, and a few tools and utensils. Yet far more important that this equipment are your knowledge and skills which keep you and your people alive.

5. Hunting is very difficult in the winter and you spend a lot of time at home making and repairing your weapons. The men in your group are very patient, when they find a seal's breathing hole they may have to wait hours to harpoon one.

6. In March you hunt walrus: using sledges and dogs you travel to the new ice where the walrus are found. You have to be very careful on the ice which is very thin in places. Walrus are big and heavy so you need many men to haul one out of the water after it has been killed.

7. The women in your group are also skilled at hunting smaller animals, birds and fish for food. They have special skills in preparing furs and skins for clothing. The clothes and shoes must be warm and comfortable if the family are to survive the bitterly cold winters.

8. From early in life everyone in your group learns to look after themselves; to be self-reliant. However, it is also very important that you all care for each other and share whatever you have with whoever needs it. In a hard place to live like the Arctic it is essential that you can rely on your friends.

9. By July the ice has gone and you travel in you kayaks to hunt whales. You never know exactly when the whales will arrive and sometimes you have to wait for many days. Once a whale has been sighted you all jump into your kayaks and paddle quickly after it. When someone harpoons a whale you all help tow it back to camp where it will be cut up and shared between you all.

10. Almost every part of every animal you kill is used for something, whether for food, clothing or tools. Some parts, maybe the skull or certain internal organs, will be put aside in a safe place as a mark of respect for the animal.

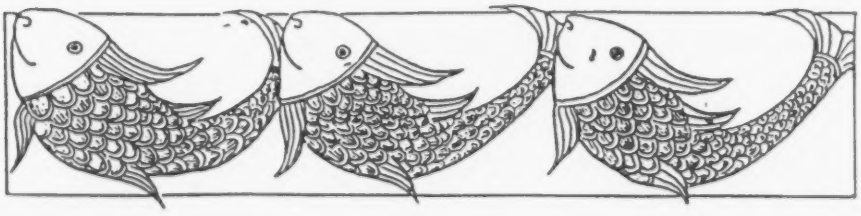
11. You believe that the animals upon which you depend only allow themselves to be killed if they are treated with respect. This means that you never over-hunt or waste any part of the animal you kill.

12. Your group has many stories and songs which help to pass on the knowledge your people need to live off the land and sea. In this way your traditions and way of life are passed down through the generations.

ACTIVITY 10.
Photocopy master 10e.

JOBS CHECKLIST.

	Woman	Man	Boy child	Girl child
Builds the frames of the kayaks				
Covers the kayaks with hides				
Collects firewood				
Collects eggs				
Decorates the kayaks				
Makes toys for the children				
Makes spears and other weapons				
Prepares the hides for making clothes				
Hunts Tuktu, the deer				
Tells stories with string figures				
Plays				
Builds a snow house				
Makes piles of stones look like hunters				
Butchers the deer				
Makes weapons for hunting				
Makes needles and thread for sewing				
Trains the dogs for sledge work				
Hunts for birds				
Renders the deer fat				
Traps foxes and hares				
Tells stories and sings				
Chases the deer to the river for hunting				
Keeps the fires going				
Catches fish				
Cooks				
Makes dried meat, nipku, for the winter				
Collects water				
Makes buckets, bags, belts and shoes				
Grinds coloured stones to make paint				
Makes clothes				



ACTIVITY 13

Photocopy master 13

THE DIARY OF A SEAMAN ON 'THE ARCTIC'

'The Arctic was a very famous whaling ship which sailed to the Arctic in the 1870's.
The following is a diary which a seaman on that ship could have written.

March 21st 1873

-Life is very hard here in Scotland, there are few jobs and none pay very much. I'm feeling rather hopeless with a wife and five bairns to support. I hope to get some work soon or we'll end up in the workhouse.

April 2nd

-I met a mate today who told me about some work aboard a whaling ship bound for the Arctic Ocean. He said that you can make a fortune working on these ships. I think I'll find out more about it.

April 4th

-I went to the office today and signed up on a ship called the Arctic. The pay is terrible, only £1 10 shillings a month (£34 in today's money) but we get a bonus if our catch is good.
We set sail next month.

April 12th

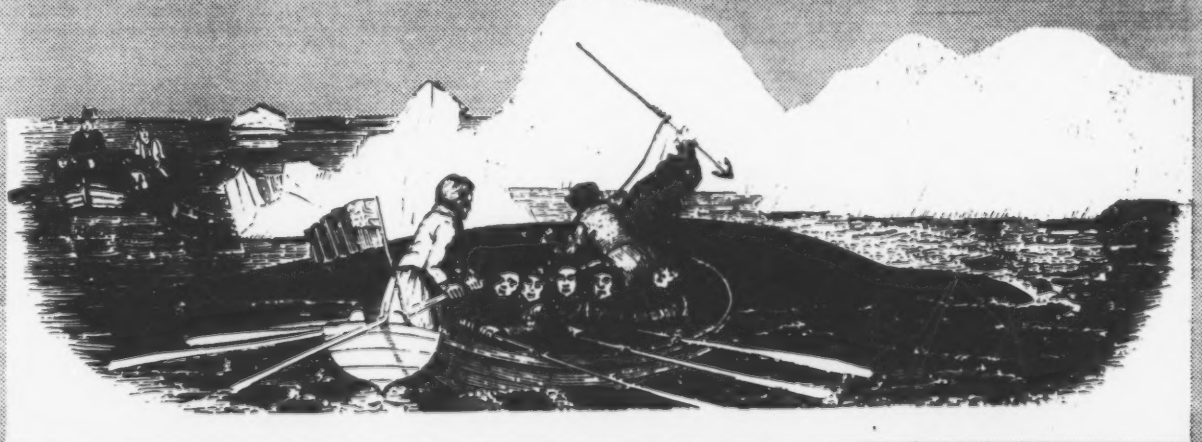
-We left Dundee today, what an adventure! My wife Mary and the bairns came to see me off. I was sad to say goodbye, but excited too. I've never left Scotland before, -
I don't think I'll sleep a wink tonight.

April 13th

-Wondered where I was this morning when I woke up, seems strange meeting and getting to know the other men and boys on the trip.
It seems our task is to capture and kill the bowhead whale. They say this whale is about 70 feet long and weighs as much as 60 tons. After we've killed it we strip off its thick layer of fat (which whalers call blubber) to sell at home. This is called flensing. The blubber is rendered down to make oil which people at home use for lots of things like lighting the streets and making nitro-glycerine for explosives. We also want the springy bones from the whale's mouth: these are called baleen and are used to stiffen women's corsets.

April 28th

-I've been at sea for over two weeks and the rations of salt pork, yellow peas and dried biscuits have nearly run out. I'm getting rather fed up with the same food every day, but when it's gone I'll have to catch my own food or go hungry! I've never used a gun before but I'll have to learn fast so I can shoot birds to eat. Each of us has to cook our own food on the ship's galley fires which are kept going day and night.



May 13th

-Sighted our first whales today off the Greenland coast. They were playing in the water waiting for the ice to break so they could reach their breeding grounds further north. The harpooner's boar was lowered into the water and he shot the whale. As soon as we heard the cry 'FAST', we lowered all the small boats into the freezing Arctic seas and chased off after the wounded whale who was dragging the small boat with the harpooner on board at about 6 knots. Very quickly it had pulled out nearly 1 mile of line. I was in one of the smaller boats which was following the whale as fast as we could: I was terrified. I saw one of our little boats collide with the ice and get smashed to bits. The men in the boat were thrown into the freezing sea and all died of the cold before our eyes as we watched helpless to do anything.
We gradually caught up as the exhausted whale slowed down. As we drew alongside the whale we began stabbing furiously with our lances deep into the whales body. Finally, the whale rolled onto its back and died. We all cheered heartily, even though by then we were drenched in blood. Some of the men attached ropes to the enormous creature and we towed it back to the ship. I was exhausted, but now we had to begin flensing the whale. Half a dozen of the men leapt onto it wearing special shoes to stop them slipping, and began to cut off long strips of blubber. The strips were hoisted onto the deck where me and the other men cut it into chunks to be stored below deck. Finally after several hours' work the whalebone was taken out of the whale's mouth and the rest of the whale was dumped back into the sea. I'll never forget the sight. The sea was crimson with blood for miles around. I collapsed exhausted into sleep.

May 14th

-We were dragged out of bed this morning to start the job of cutting the blubber into smaller pieces and separating it from the whale skin. By now the ship was almost intolerable - it stack of blubber and the decks were coated with grease. We threw down lots of sawdust to stop us slipping on the glutinous mess, but it stuck to the soles of our boots and by the end of the day had been trampled everywhere below deck as well. I can't tell you how ill I felt from the smell and the awful job of cutting up the great beast from the sea. By the time we had finished we'd been working without stopping for 26 hours.

May 16th

-I slept all day yesterday and woke today to the sounds of hundreds of birds. When I got on deck this mystery was revealed. The birds were following us on the hope of some easy pickings after our kill. This was a good time for me to get some practice with my gun. I shot 45 birds with just one discharge from my gun. We shot all sorts, finches, eider duck, divers and terns. At least it was good to have fresh meat after a diet of salt pork and biscuits.

May 20th

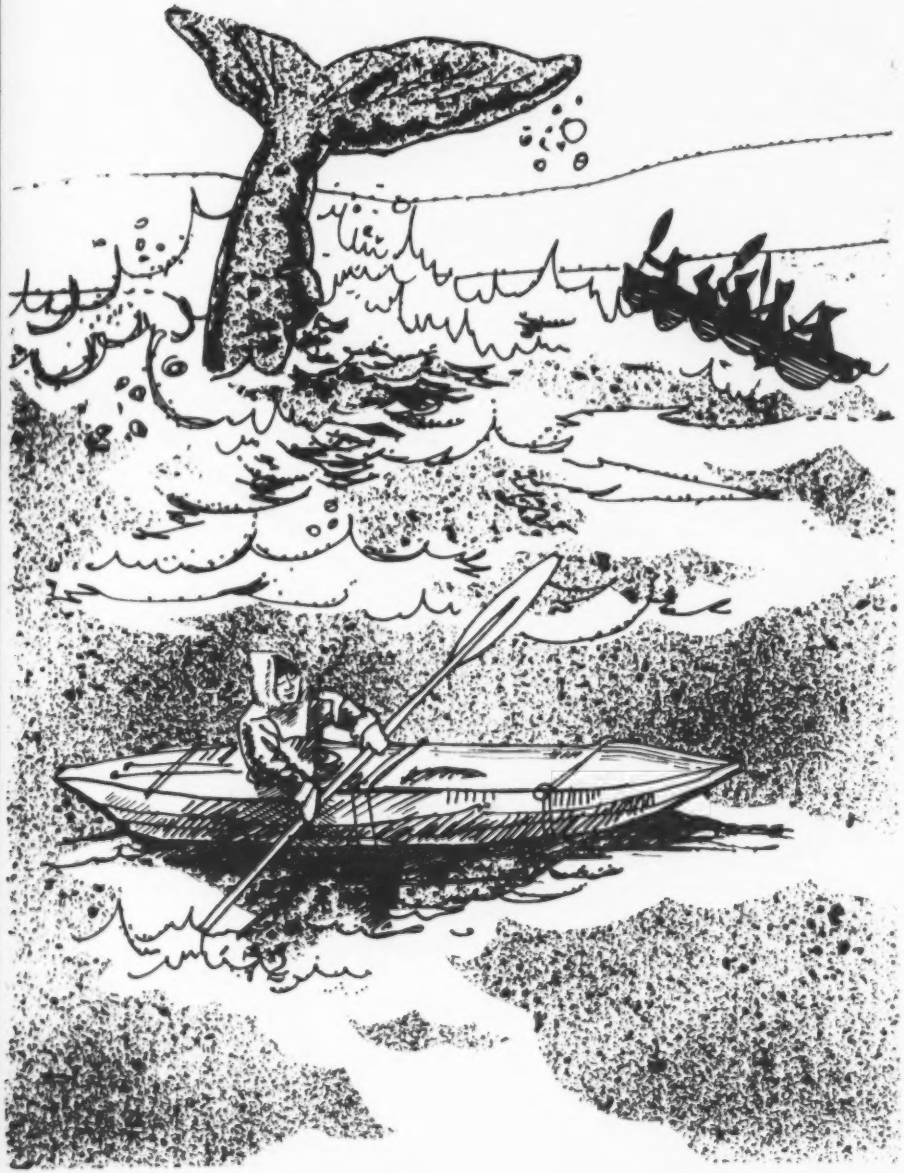
-Woke up to the sound of cries, a whale had been sighted. This time it was my turn to be in the boat with the harpooners. The boat was lowered into the sea and the chase was on. Within minutes the harpooner hit the whale and we set up the cry "A FALL! , A FALL!" to let the others know we needed help. The whale set off dragging us behind, and my job was to douse the rope with water to stop it from catching fire as the whale pulled it at high speed over a bollard in the bows. It was terrifying being pulled across the sea at a speed and not knowing whether or not our boat would hit the ice and be sunk at any moment. Soon the other men in boats were catching up with us as the whale slowed down and we moved in for the kill.

June 16th

-We've really earned our money this month, we've got four whales and lost six men. Today we met another whaling ship who told us that two ships were lost in Melville Bay as great gusts of wind had packed the ice on top of them. I'll be glad to get home, so many men dead, such terrible conditions, I don't know how much more I can bear.

August 13th

-The voyage is over and we're back in Dundee with our catch of nine whales. We've done well. That's about 69 tonnes of whale oil and 3 tonnes of baleen. It will be worth about £5000 (that's about £100,00 in today's money). I got five pounds six shillings bonus which doubled my earnings for this trip. That will be enough to see the bairns and Mary; I wonder if I'll be able to get a job this year, if not, I suppose I'll end up going back with the whalers next year.



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ACTIVITY 12e.
Photocopy master 12e.

AN ARCTIC STORY.

Work in pairs.

In this activity you will be writing, illustrating and making a book for young children between the age of 5 and 7 years old. If you follow the instructions they will help you write a really good story.

STAGE 1

You will be given a story about a group of Inuit who depended on the creatures of the sea for everything. The story is divided into twelve paragraphs on separate pieces of paper. Each one has a number, make sure you each have six paragraphs each and take it in turns to read them in the right order.

You will also have six pictures to illustrate the story. As each of you reads a bit of the story decide which of the pictures you think go with that part of the story. You might end up with three paragraphs on one picture and only one on one of the others; this doesn't matter, it's up to you to decide.

STAGE 2

When you have done that imagine you are going to adapt this story for infants; that is children between five and seven years old. You have the illustrations and you have a story suitable for your age group. You have to re- write the story in a way which you think infants will enjoy.

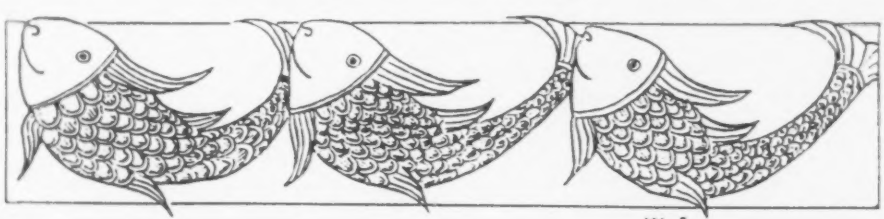
You'll have to think about lots of different things; what ideas can small children understand? What ideas will you keep, which will you leave out? You will have to think very carefully about the words you use, will small children understand them? Can you think of words they will understand to replace more difficult ones? Will you tell the story as if a little boy is speaking directly to the children or as if someone is talking to them about the Inuit people? Which would the children like best? Perhaps you should have a good look at some of the story books that infants like and get some ideas to help you think about what style you will write your story in.

Do you want your book to be a book which is just read to children and could, therefore be more difficult; or do you want it to be a story they can learn to read for themselves?

Discuss all these ideas and ideas of your own between you and decide what sort of story you are going to write. Then, using the illustrations write your story. You'll probably change your minds lots of times about the exact wording and it might be useful to write it on a word processor if you have one in your class because that makes it easy to change things around and re-write bits of the story when you need to.

STAGE 3

When you have finished writing your story you will need to think about lots of other things, for example, the size of print for your story, perhaps you could use the computer and print it out in large print. What about spelling? It's very important that books don't have spelling mistakes. Can you think of other things about the way you present the writing in your book which you must get right if they book is to be placed in the infants' library. When you've sorted out all these things you'll be ready to colour in your illustrations. Put your book together, make a cover and try it out on some infant children. Happy story making!



ACTIVITY 12. Photocopy master 12b

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ACTIVITY 12 Photocopy master 12c

ACTIVITY 13.
Photocopy master 13c.

HISTORICAL INFORMATION ON WHALING.

The bowhead whale was the main source of food, fuel and light for the Inuit west of the Mackenzie Delta and in Alaska. The Inuit greatly respected the whale because their way of life depended on it. They had special festivals in its honour. As our story of the Inuit told us they used every part of the whale: they even stored the meat by burying it in the permafrost. The diary of the seaman tells us that the commercial whalers killed whales for their oil and whalebone and threw the rest back into the sea.

The whalers had to catch at least 3 whales to cover the costs of their trip. Whilst at sea they would also kill narwhals, seals and polar bears. At the peak of whaling in the 1870s there were several hundred ships taking 2-3,000 whales a season. There were also hundreds of American whaling ships. In 1871 34 of these were lost in the ice. Even so, American captains, anxious to capture as many whales as possible sometimes stayed too long and found their way home cut off by the ice. It was then that they were forced to winter in the Arctic and first met the Inuit who had always lived there.

The whalers traded with the Inuit, giving them needles, knives and blubber spades in return for meat, seal skin and the furs of arctic animals. Unfortunately, the Inuit had no resistance to the diseases of white men and 80 per cent of them died from measles, mumps, 'flu and tuberculosis.

In 1910 there were so few whales left that a whaling trip was no longer worth making. The whalers left the Arctic to hunt whales in Antarctica.

In twenty years the Inuit of the Mackenzie Delta, who had lived there for 5000 years, were nearly extinct themselves. Of the original 2000 people only 40 were left. In the Eastern Arctic it was much the same; Inuit groups in northwest Greenland nearly all died of 'flu.

The whalers didn't only kill whales: thousands of walruses were killed for their skins which were one inch thick and used to make bicycle seats; the ivory from their tusks was used to make ornaments. When Europeans first sailed into the Gulf of St. Lawrence there were more than a quarter of a million walruses; only two hundred years later they had been almost exterminated. Altogether the Americans and Europeans killed about 4 million walruses between them.

The killing of whales and walruses left the Inuit people, who were dependent on them for everything, facing starvation. Many died and others lived their lives in misery. The only source of food left was the seal. However, seal skin was fashionable in Europe and hunters battered to death 20 million seals. Only the second world war saved the seal from extinction.

The whaling ships moved to Antarctica and soon the whales there were threatened with extinction. In 1958 alone the whalers harpooned 2,400 humpbacked whales and about 20,000 blue, fin and sei whales. Groups like Greenpeace and Friends of the Earth campaign to try and protect the whales and seals which are left.

ACTIVITY.

Work in groups of 4.
Imagine that the Inuit in the story and the seaman who wrote the diary met. Plan and prepare the conversation the two of them might have had. Each of them would have had their own point of view and would want to persuade the other. You might like to act out your dialogue for the whole class.

ACTIVITY 14.
Photocopy master 14

LABRADOR INUIT ASSOCIATION APPEAL TO EUROPE

The Labrador Inuit Association would like to address some comments to the members of the Commission from Europe and ask them to take our message back to the governments and people of Europe.

Please tell them that the Labrador Inuit have not stopped hunting seals. We have always hunted seals and until our spirit is destroyed, we always will.

Tell them that we have never threatened the survival of the seals. The seal populations are doing very well, it is the Labrador Inuit who are in danger.

Tell them that when their ancestors first arrived from Europe, our economy changed. We were encouraged to trade and so became dependent upon Europe. We have lived this way for over two hundred years.

Tell them that now they have cut off this trade, their ban on seal products has had a devastating effect on our economy and our people.

Tell your governments that in their effort to protect a seal population which is not in danger you threaten a people who are. In your efforts to curtail animal suffering you increase human suffering.

The Labrador Inuit have only taken what the environment can give. Your society has taken in abundance, in many cases more than your world can give. You have driven countless animals and plants into extinction and now you do the same to people. That you do so in the name of animal welfare demonstrates how divorced you are from the world you live in.

ACTIVITY 15.
Photocopy master 15.

WHERE DO OUR IMAGES COME FROM?

SECTION A.
How important is it?

	Very important.	Important.	Not important.
Television			
Radio			
Newspapers			
Comics			
Parents			
Teachers			
Books			
School text books			
Films			
Advertisments			
Friends			
Any others			

SECTION B.
How reliable is it?

	Very reliable	Reliable	Not reliable
Television			
Radio			
Newspapers			
Comics			
Parents			
Teachers			
Books			
School text books			
Films			
Advertisments			
Friends			
Any others			

ACTIVITY 18.
Photocopy master 18.

THREATS TO THE ARCTIC

1 per group.
TASK 1.
Work in groups of four.

There are 15 cards which can be matched into 5 sets of 3. Each set will have one diagram, one heading and one written description.

Shuffle the cards and deal them out between you.

Lay your cards out in front of you and take it in turns to read out the descriptions. Whilst the descriptions are being read out you should look at the cards to find the diagram and heading to match the descriptions.

TASK 2.
Each set of cards tells you one THREAT to the Arctic and one CONSEQUENCE of this threat to the Arctic environment.
Working on your own put two headings like the ones below and using the information on the cards write short sentences for each of the 5 sets.

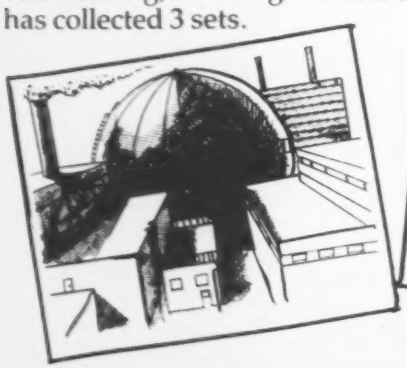
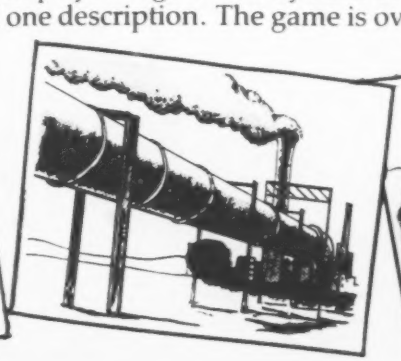
THREATS CONSEQUENCES

TASK 3.

Work in groups of four.
Shuffle the cards well and deal them out.
Each of you lay your cards out in front of you.
The object of the game is for each of you to end up with at least ONE set of cards complete.

RULES
No-one is allowed to talk.
You are allowed to pass cards only to the person on either side of you.
You are NOT allowed to take cards from anyone.
When all the sets are complete the game is over.

TASK 4.
Work in groups of four.
Ask the teacher for another set of cards.
Shuffle both sets of cards well and deal out four cards to each player. The rest of the cards should be placed face down on the table. The top card should be turned over.
Taking it in turns each player picks up one card either from the cards face down or the cards turned over. They should discard the card they don't want.
The object of the game is for each player to get as many runs of 3 as possible, i.e. one heading, one diagram and one description. The game is over when one player has collected 3 sets.

ACTIVITY 16. **Photocopy master 16b.** **MAPWORK**

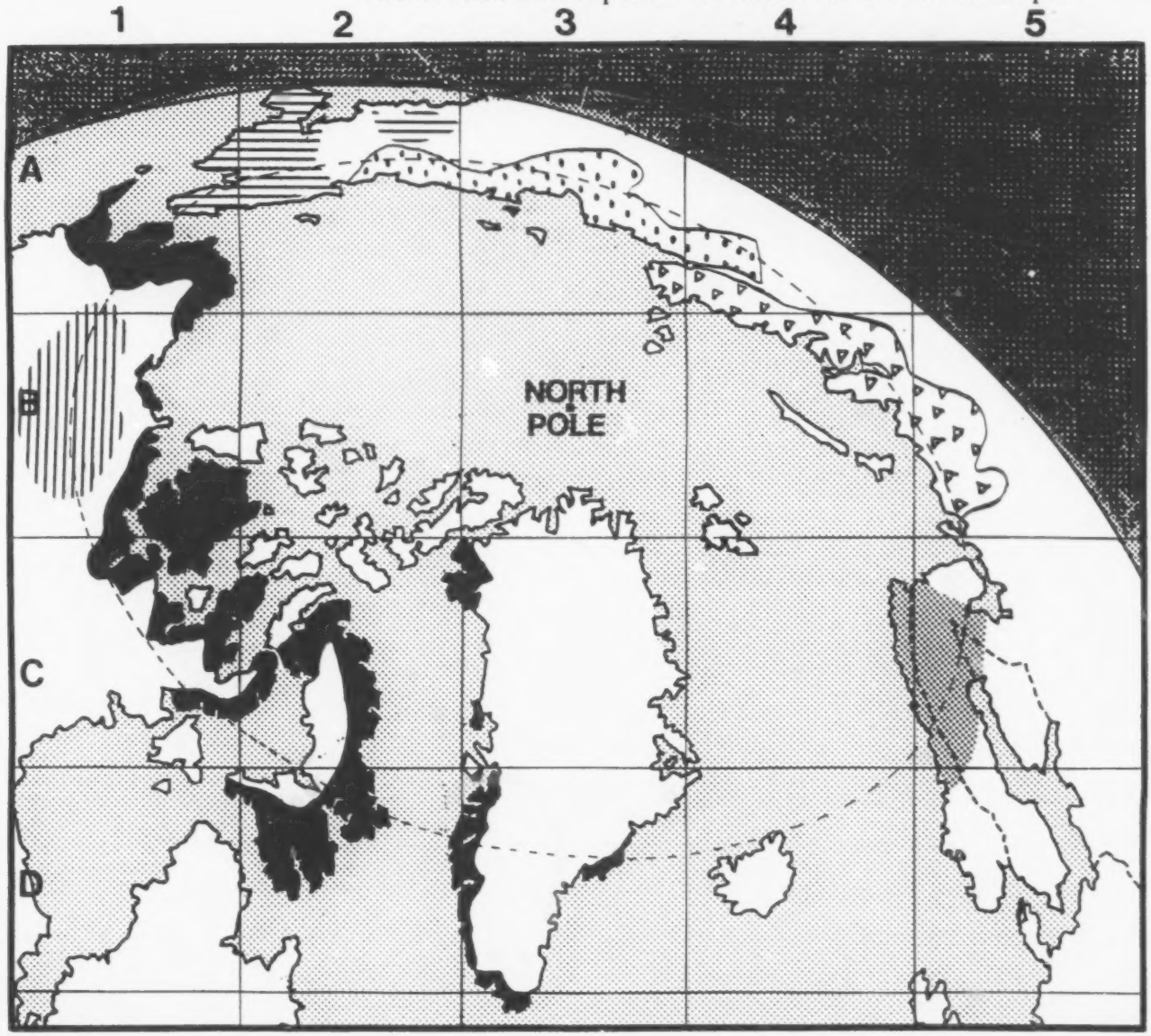
	INUIT
	NENET
	YAKUT
	KUTCHIN
	CHUKCHI
	SAMI

Work in pairs.
Look carefully at the map below, the symbols are explained in the key.

Using the grid to help you, describe your map to your partner. For example, you could say, "Look at square 3:A, I have a group of Yakut people and some Nenet people". Then your partner should look at his/her map and tell you what they have in that square. Then it is your partner's turn to give you information about a square. Take it in turns until you have a good idea about the information both maps contain.

When you are familiar with each other's maps, transfer all the information from your partner's map onto your map. You should both end up with a map which has the same information on it.

What do the maps tell you about the conflict of interest in the Arctic? Make a list of points and discuss them with another pair.



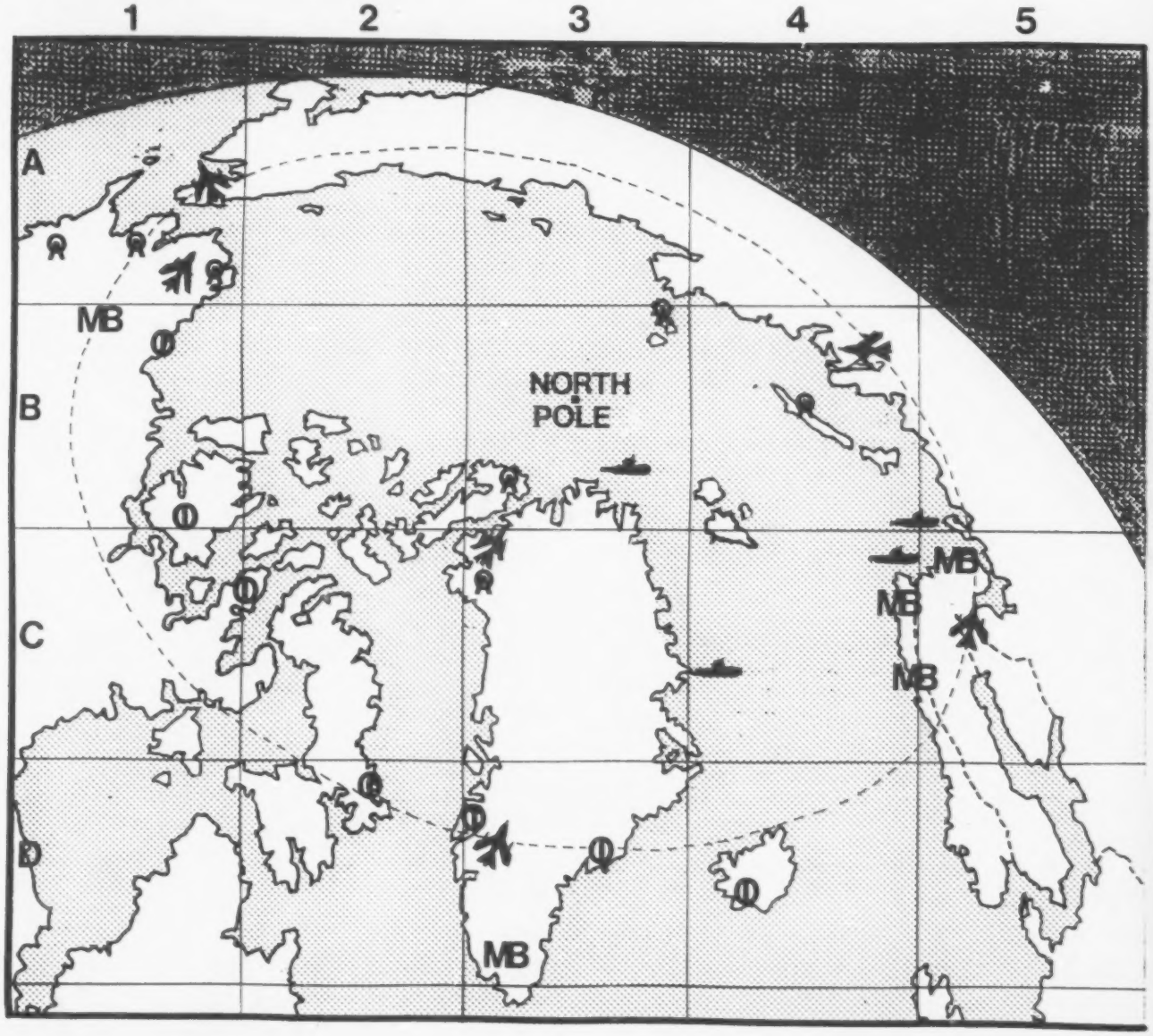
	SUBMARINE BASE
MB	MILITARY BASE
	AIR BASE
	COMMUNICATIONS CENTRE
	DISTANT EARLY WARNING CENTRE

Work in pairs.
Look carefully at the map below; the symbols are explained in the k

Using the grid to help you, describe your map to your partner. For example, you could say, Look at square 3:A, I have an air base". Then your partner should look at his/her map and tell you what is in that square. Then it is your partner's turn to give you information about a square. Take it in turns until you have a good idea about the information both maps contain.

When you are familiar with each other's maps, transfer all the information from your partner's map onto your map. You should end up with two maps which have the same information on them.

What do the maps tell you about the conflict of interest in the Arctic? Make a list of points and discuss them with another pair.



ACTIVITY 17.
Photocopy master 17.

PRESSURE ON THE PEOPLE OF THE ARCTIC

The people of the Arctic are under great pressure from those outside the Arctic. The USSR and USA have many military bases in the Arctic and big oil companies have moved in to look for oil and gas. Tourists want to visit the Arctic on holiday and they expect luxury hotels and other facilities.

The Sami people have lived in Sweden, Finland and Norway for over 2,000 years. They are skilled at using the natural resources of the Arctic with care. Marit's family in Norway earn their living from reindeer herding, they do not own any land but their ancestors have led the same kind of life for so long they believe they have inherited the right to use the land.

The reindeer are migratory creatures and are always on the move looking for food. If you look at the map you can see numbers which show the route of the reindeer's migration. Copy the map and write the information beside it.

The Sami are worried that they might lose the calving grounds to the army who want to use them as a firing range. By law the Sami don't own the land, which means the government could take it away despite a tradition which has lasted 2,000 years.

Even more serious is the plan to build the Alta Dam. The site of the dam is marked at No.5 on the map. When it is built it will interfere with the migration of the reindeer. Mark the dam on your map. When the dam is built it will flood the village of Masi where Marit lives and it will block the reindeer's migratory route across the river.

There is conflict between the different people in Norway about the dam. To help you understand everyone's point of view look at the statements different people in Norway have made about the dam.

The reindeer graze in winter at No.1.

They begin to move north to the coast for the better grazing and to escape from the plagues of mosquitoes.

They stop at No.2 to have their calves.

They arrive at No.3 for the summer.

In the Autumn they make their way back to their winter grazing, stopping at No.4 for the Autumn breeding.

MATCH THE STATEMENTS TO THE LIST OF PEOPLE WHO MADE THE STATEMENTS.
Who do you think will be listened to?
Why do you think this?
Whose point of view do you agree with?
Why?

ACTIVITY 17.
Photocopy master 17b.

THE ALTA DAM PROJECT

Read the statements made by different people in Norway and then look at the list below and match the statements to the people. You'll find it easier if you cut out the names of the people so you can move them around easily.

A TOURIST
A GOVERNMENT OFFICIAL
A SAMI
AN INDUSTRIALIST
A WORKER ON THE DAM PROJECT
A SPOKESMAN FOR AN ENVIRONMENTAL GROUP
A TOURIST BROCHURE
AN ENGINEER RESPONSIBLE FOR THE BUILDING OF THE DAM.

The Northern Norwegian landscape is a world of its own. In some places gaunt and wild with wide plains that never seem to end, in others there are steep and jagged mountains. The new dam will open up a new area for tourists in the heart of Lapland. We can offer all the warmth and comfort of home in our luxury hotels alongside the traditional culture of the Lapps who provide a picturesque sight, herding their reindeer, still dressed in their traditional clothes.

I work in the capital of Norway, Oslo, and my life is very busy and full of stress. When I go on holiday I like to relax and forget the strains of everyday life. I am looking forward to visiting Lapland so I can breathe the pure air and enjoy the beauty and variety of the unspoilt landscape. I am told there will be the chance to buy the handicrafts of the Laplanders as souvenirs.

I am very pleased to have got a job on this project: there is unemployment in Norway and we need schemes like this to help Norway's economy expand and keep growing. I'm sorry for the Lapps but they really must realise we are approaching the 21st century and their old way of life really can't stand in the way of progress.

We do not want this dam, it interferes with the natural migrations of the reindeer and will make it impossible for us to continue with our way of life. When the dam is built much of the land used by the reindeer will be flooded and many will drown. The fish will no longer be able to travel up-river and will gradually die out. The electricity produced will not benefit us, only the people in the cities and the tourists.

We have invested a lot of money in our tourist industry. Visitors can choose from lots of different accomodation from a modest chalet to a luxury hotel. Attractions include reindeer safaris, salmon fishing and winter sports. The dam will provide the electric power needed to make the tourist industry a success in Lapland. This is one of the last areas of true wilderness left in the world and we expect it to attract visitors from all over the world and bring valuable foreign currency to Norway.

I am very concerned about the effects of this dam on the wildlife in the area. It will seriously affect the reindeer and the fish. To build the dam a lot of roads have to be built which interfere with the reindeer and damage the tundra and the fragile permafrost forever. The electricity will lead to more tourists coming who wish to use this area of wilderness for their pleasure. The animals and people whose way of life will be destroyed don't seem to count for anything.

The Alta Dam is a miracle of engineering and shows how man can control nature for the benefit of human beings. The dam will provide electricity for the cities in the North of Norway and will enable the tourist industry to develop up here. Until now there has been nothing in Lapland: the dam will bring the Laplanders into the twentieth century and bring them the benefits of civilisation.

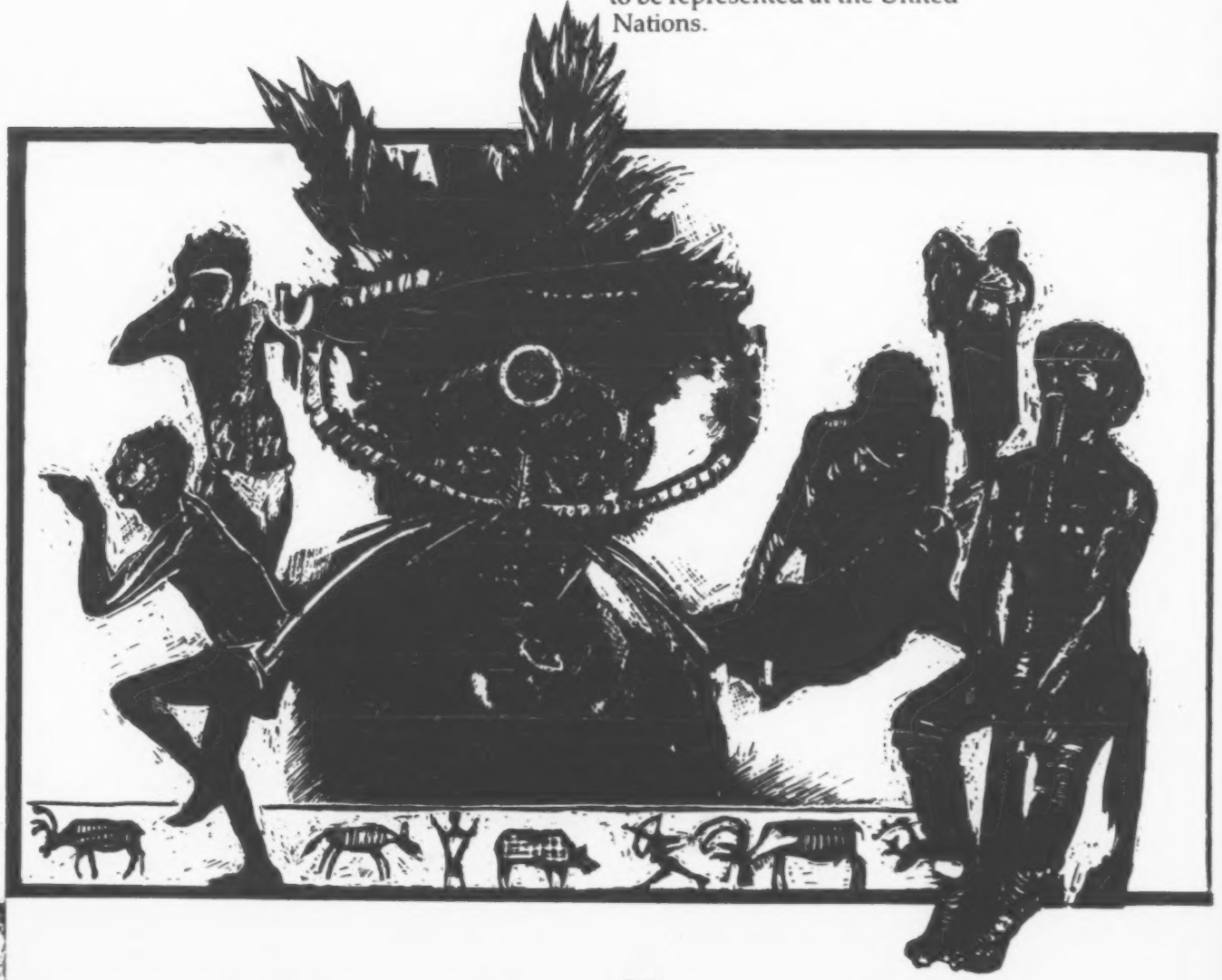
Norway enjoys one of the highest standards of living in the world. The people of Norway benefit from an abundant, cheap supply of electricity made possible by the programme of hydro-electricity in the country. Hydropower is cheap, efficient and a safe alternative to nuclear power; I'm proud to be involved in this project.

ACTIVITY 19.
Photocopy master 19.

WORLD COUNCIL OF INDIGENOUS PEOPLES. DECLARATION OF HUMAN RIGHTS.

We wish to make clear those irrevocable and inborn rights which are due to us in our capacity as aboriginals.

We want the rights:
- to govern ourselves.
- to keep our languages and ways of life.
- to be educated in our own language.
- to be given back our traditional lands.
- to use all the natural resources in our lands such as forests, rivers, ore deposits and the riches of the sea.
- to be represented at the United Nations.



ACTIVITY 20.
Photocopy master 20.

LISTENING TO THE VOICES OF INDIGENOUS PEOPLE.

"When anyone comes asking for something, I always give it, if I have it. It doesn't matter if they can't repay you. Ever since I remember, my mother always used to tell me that, even if I did not have very much, as long as I had a bit to share, and saw someone without anything to eat, she would like me to share with them. That was how I was brought up. She would tell me that, no matter how little I had, if I saw another without food, I was to share mine."

Naeme Tuglavina, Nain.

"The land is so beautiful with its high rivers and lakes waiting to be fished. It has great mountains, and images form as if you could be caribou among them."

Rosie Paulla, Gjoa Haven, 1976.

"We want to govern our own lives and our own lands and its resources. We want to have our own system of government, by which we can control and develop our land for our benefit. We want to have the exclusive right to hunt, to fish and to trap...We must again become a people making our own history. To be able to make our own history is to be able to mould our own future, to build our society that preserves the best of our past and our traditions, while enabling us to grow and develop as a whole people."

Robert Andre, Arctic Red River.

"This land is just like our blood because we live off the animals that feed off the land...We are not like the white people. We worry about our land because we make our living off the land. The white people they live on money. That's why they worry about money."

Louis Caesar, Fort Good Hope, 1977.

"The people won't take a white man's word at face value any more because you fooled them too many times. You took everything they had and you gave them nothing. You took all the fur, took all the whales, killed all the polar bear with aircraft and everything, and put a quota on top of that, so we can't have polar bear when we feel like it any more. All that we pay for."

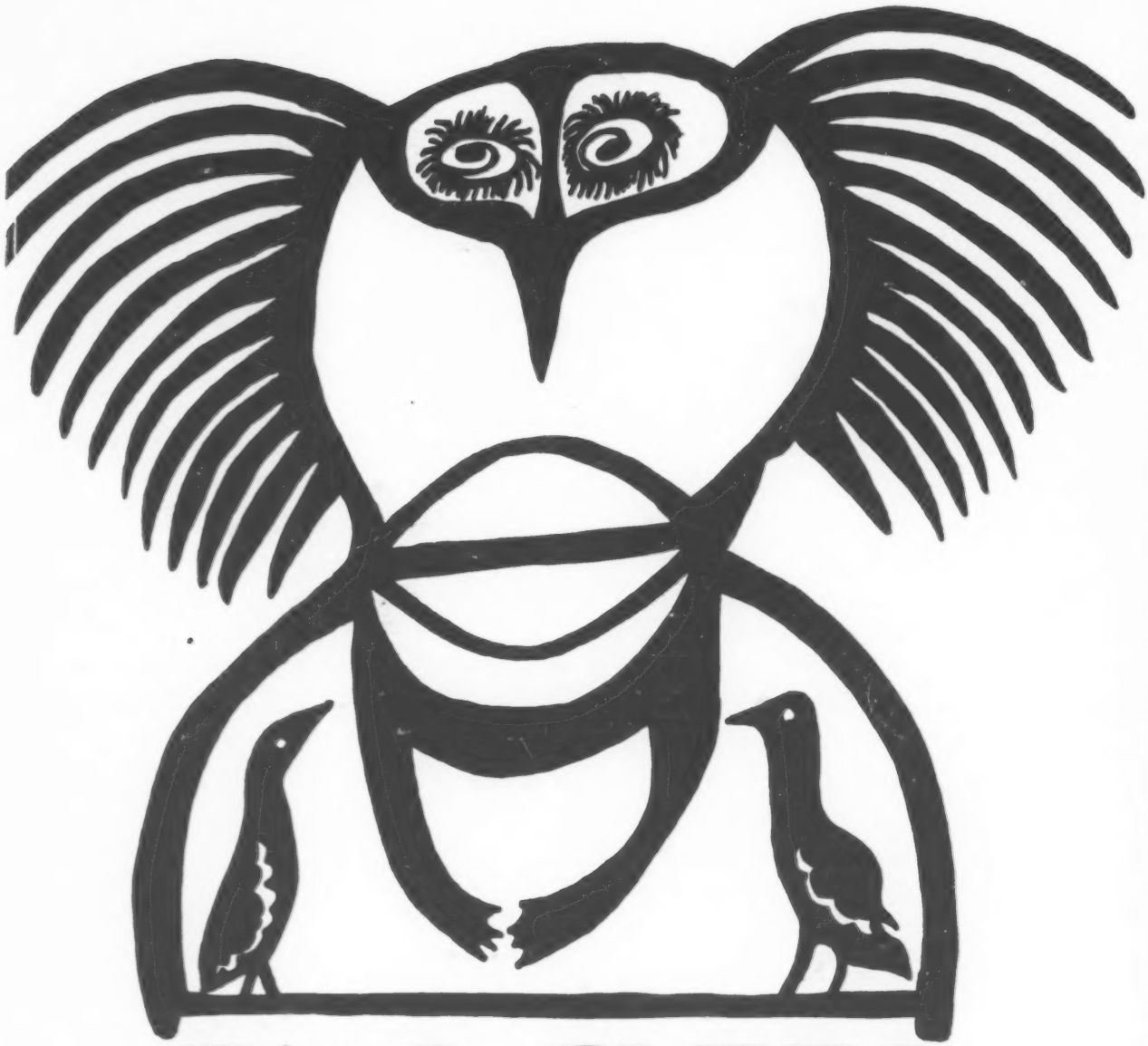
Vince Steen, Tuktoyaktuk.

"God created the world for us to live on and hunt on for food. God gave to us the world to do that, so that's how we live. Animals that are on the land belong to the land, and were created by God for people to eat, for the people to hunt and have the animals for food. That's the only way I see it."

Tom Uvloriak, Nain.

"This land of ours is a good land and it is big, but to us Inuit it is very small. There is not much room. It is our own land and the animals are our own, and we used to be free to kill them because they were our animals. We cannot live anywhere else, we cannot drink any other water. We cannot travel by dog-teams in any other place but our land."

Innakatsik, Baker Lake, 1974.



THE GIFTS OF "KAILA"

The original coloured artwork on which these illustrations were based was produced by The West Baffin Eskimo Co-operative Ltd., Cape Dorset, Northwest Territories, Canada, as part of an annual production of calendars depicting local life, animals and birds. Further details from; Dorset Fine Arts, 33 Belmont Street, Toronto, Canada, M5R 1P9.

THE GIFTS OF "KAILA"

In the beginning there was no sun in the sky.
The land was warm and dry, there was no snow and no rain.
Then Kaila the thunder in grey skies decided to bring life to the land
First he made the hare and the ptarmigan.
Soon there were many hare and ptarmigan, and Kaila knew the land was ready.
He sent the first man and the first woman to the world.

The world was dark, so they couldn't see
the hare and the ptarmigan put there for
them to eat.
The woman went to a hill and called for
Kaila's help
He heard,and sent light to see by and fire to
cook with.

The fire was a gift from Kaila to the woman, and it was her job to keep it alight. The man put his finger deep in the fire and it became a flaming torch to help him see to hunt, so they had plenty to eat and lived happily.

Gradually the hare and the ptarmigan
learned how to hide from the man and so
the woman and the man became hungry.
Once again the woman climbed the hill and
called on Kaila to help her.
Kaila told her to dig a big hole so deep that
no one could see the bottom.

Then he told her to make a strong line from the sinews of many hares and a sharp hook from the wing bones of the ptarmigan. Then she was to cast her line into the hole and wait. This she did and the man shone his torch down into the hole.

There was a tug on the line and the woman pulled up a wolf, but this was not what the woman sought, so she let him go.
Again and again the woman cast her line into the hole and gradually she caught all the animals of the land. Out came the white wolf, the grey wolverine, the great brown bear, the red haired squirrel and the shaggy musk ox.

She pulled out the birds, including the white goose, the long tailed duck and many others.
Then she pulled out the creatures who live in the water and she freed them all into the lakes and rivers, telling them all to go and multiply.
The man was satisfied because the world was full of many kinds of game; but the woman still had not caught the one thing she wanted.

For a long time she stayed by the hole. We don't know how long, for there was no winter and no summer, no day and no night.

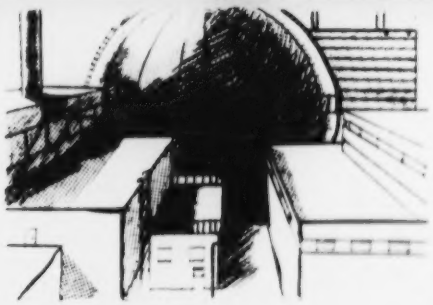
But in the end there came a great jerk on the line and together the woman and the man pulled the animal out of the hole. It was a mighty struggle. Then at last they saw the antlered head of Tuktu the first deer.

The woman cried out with joy and flung her hook and line away, and the deep hole closed up and vanished.

The woman spoke out to the deer saying
"Go out over the land and become many,
for it is you and your kind that will feed me
and my children and my children's
children, for all the time that is to come"
The first deer heard and heeded what the
woman said, and so it came about that there
were many deer.

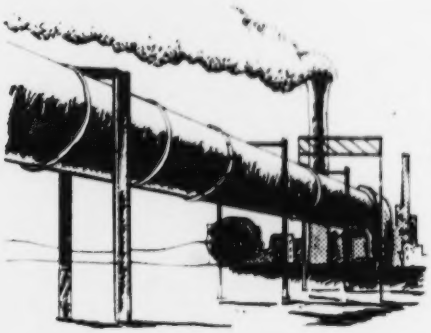
ACTIVITY 18. Cards to cut. THREATS TO THE ARCTIC.

OIL AND GAS



The Arctic is very rich in minerals like zinc, lead, iron, uranium, gold and diamonds. Mining companies are opening up mines all over the Arctic.
The mines pollute the oceans and threaten the wildlife. The Inuit want to make sure the mining companies take care of the environment.

MINING



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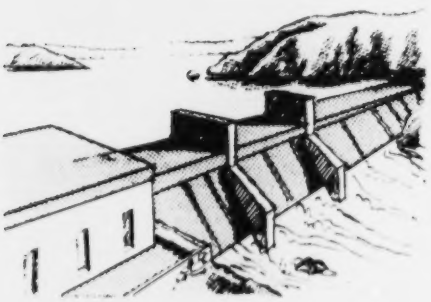
POLLUTION



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NUCLEAR POWER

Throughout the Arctic governments are building huge dams to provide hydro-electricity. Building the dams across rivers stops the caribou migrating. At James Bay in Canada 10,000 caribou died when they tried to swim across the Caniapiscau River. Dams also threaten fish and other wildlife.

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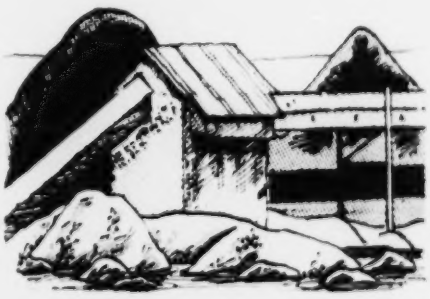

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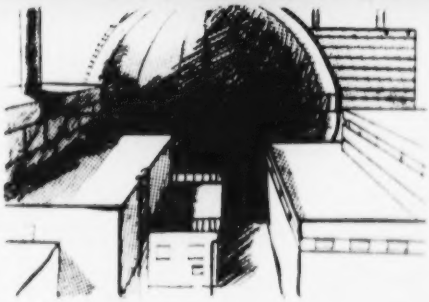

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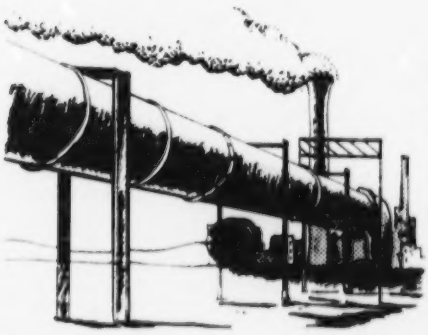

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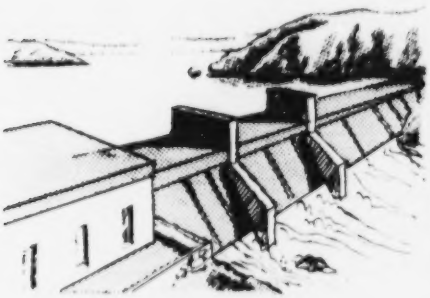

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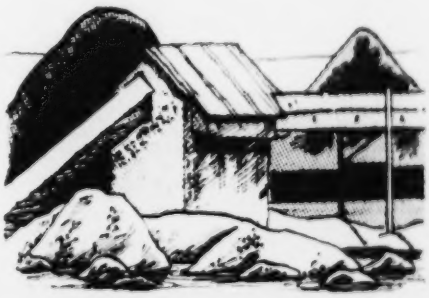

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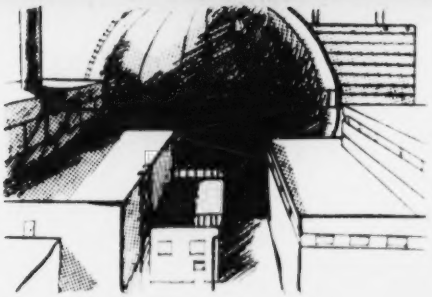

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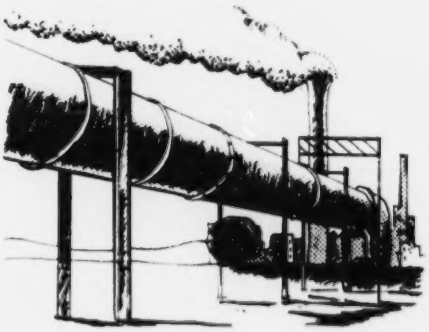

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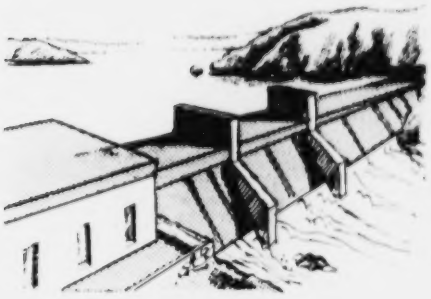

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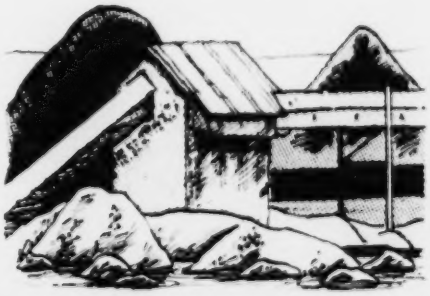

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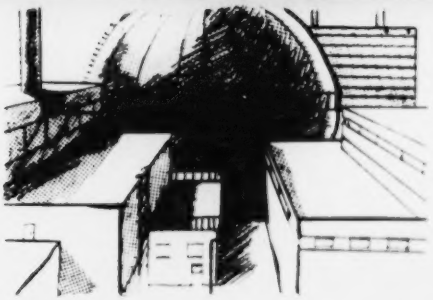

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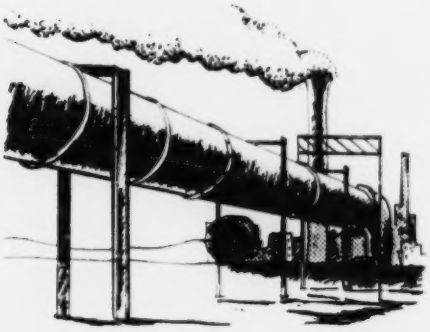

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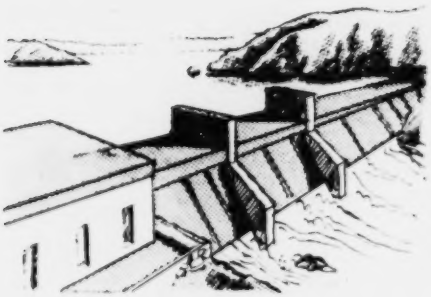

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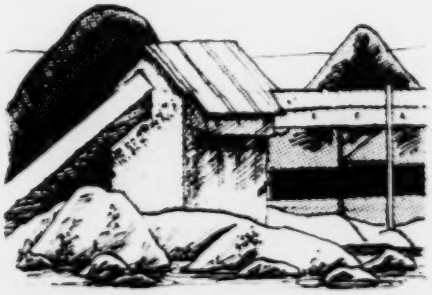

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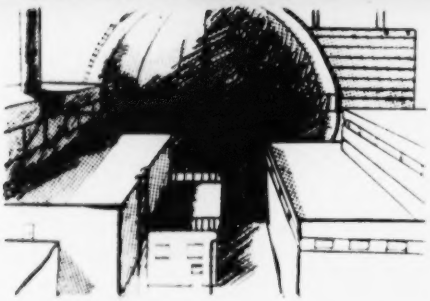

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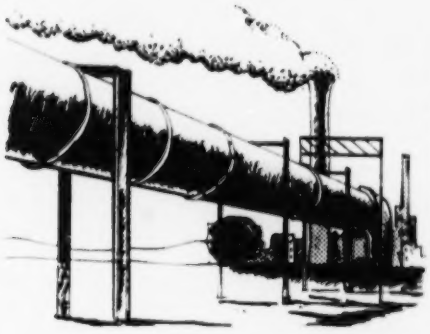

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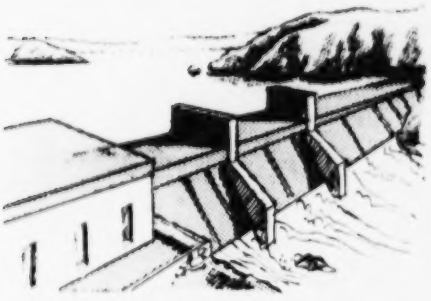

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